ED 267 169 AA 001 149

Resources in Education (RIE). Volume 21, Number 8.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 267 183 CE 043 693

Secretaries...Who Earns What? and Why?

Professional Secretaries International, Kansas City, MO.

PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Demography; Education Work Relationship; *Employment Opportunities; *Employment Patterns; *Employment Practices; Employment Qualifications; Family Influence; National Surveys; Personnel Policy; *Salary Wage Differentials; *Secretaries; *Sex Bias; Sex Role; Work Experience

A study examined earning patterns among secretaries. A mail questionnaire that contained 76 separate questions soliciting responses on 154 variables was administered to a sample of nearly 1,000 members of Professional Secretaries International throughout the United States and Canada. It was determined that length of time with an employer has more impact on salary than skills, education, or even job title. However, compensation did not appear to keep up when secretaries stayed with the same supervisor too long (unless that supervisor was promoted). New secretaries earned only $1,000 per year less than those with 20 years of experience. Low pay rates make job hopping unprofitable, but those just entering the field appeared to benefit from the shortage of secretaries. The title Certified Professional Secretary appeared to command higher entry salaries. Except for those without a high school diploma and those with a master's degree, education did not affect salary. Secretaries employed after 45 years of experience earned less than those just entering the field. When all other factors were equal, secretaries who were heads of households earned more. The majority of respondents saw no advancement opportunity; however, having a career discussion with one's supervisor was considered helpful. (MN)

ED 267 197 CE 043 716

Comprehensive Home Economics: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 18p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Child Care Occupations; Child Development; Clothing Instruction; Competency Based Education; Consumer Education; *Course Content; Evaluation Criteria; Family Life Education; Foods Instruction; Grade 9; *Home Economics; *Home Economics Skills; *Homemaking Skills; Home Management; Housing; Nutrition Instruction; Orientation; Parenthood Education; Secondary Education; Sewing Instruction; Student Evaluation; Student Organizations; Textiles Instruction
IDENTIFIERS- Future Farmers of America

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a two-semester course in home economics that is designed to provide ninth-grade students with an overview of the semester courses in home economics that are available to students in grades 10 through 12. The guide consists of a course description; general course objectives; a course content outline; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Addressed in the course content outline are the following topics: the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); family living and parenthood education, food and nutrition, consumer education, clothing and textiles, child development and guidance, and housing and home management. (MN)

ED 267 212 CE 043 731

Commercial Photography: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 20p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; *Course Content; Course Descriptions; Course Organization; Educational Needs; Educational Objectives; Educational Resources; Entry Workers; Films; Job Skills; Job Training; *Photographic Equipment; Photographs; *Photography; Secondary Education; Vocational Education

This scope and sequence guide, developed for a commercial photography vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks and audiovisual aids. This three-year commercial photography program involves a study of the historical background of photography, the principles of composition, the parts of a camera, development of film, contact printing and enlarging, the care and use of negatives and prints, and the use of photography in a visually oriented world. The program is designed to allow development of competence ranging from full professional mastery to a basic understanding of photography. (KC)

ED 267 229 CE 043 755

Putnam, A. R.; Duelm, Brian
Preparing Students for Computer Aided Drafting (CAD). A Conceptual Approach.
PUB DATE- 7 Dec 85
NOTE- 16p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Graphics; *Computer Literacy; Course Content; *Curriculum Development; *Drafting; *Engineering Drawing; Learning Activities; Media Selection; Secondary Education; *Technical Education
IDENTIFIERS- *Computer Assisted Drafting

This presentation outlines guidelines for developing and implementing an introductory course in computer-aided drafting (CAD) that is geared toward secondary-level students. The first section of the paper, which deals with content identification and selection, includes lists of mechanical drawing and CAD competencies and a list of rationales for selected competencies from the two preceding lists. Considerations in sequencing the content of the course are also discussed. Addressed in the second part of the paper are the following instructional considerations: purchasing CAD equipment, researching the basic concepts of CAD, having a clear rationale for purchases, forming a selection committee, selecting a CAD system, and negotiating prices. A list of CAD software vendors concludes the presentation. Appendixes to the paper include a lesson plan outline covering four skills addressed in the proposed CAD course. (MN)

ED 267 244 CE 043 779

Jewell, Larry R.
Linear Equations. Student Worksheets for Vocational Agricultural Courses .
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 9p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; *Algebra; Computation; Definitions; *Equations (Mathematics); High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematical Concepts; Mathematics Skills; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education

This learning module provides students with practice in applying algebraic operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers linear equations, provides practice in using equations to solve farm problems such as balancing a ration for three kinds of farm animals, and computing hours worked. (KC)

ED 267 258 CE 043 825

Smith, Harland D.
Non-Sheltered Employment for Severely Handicapped Students. Program Handbook.
Jefferson County Board of Education, Louisville, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jun 85
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Job Placement; *Job Training; *Normalization (Handicapped); Program Development; Program Evaluation; Program Implementation; Records (Forms); Secondary Education; *Severe Disabilities; Student Placement; *Vocational Education; *Vocational Rehabilitation; *Work Experience Programs
IDENTIFIERS- Kentucky

This handbook is intended to assist vocational instructors in replicating the program to provide non-sheltered work experience to severely handicapped individuals. The first section is a description of the original program that was developed through the coordinated efforts of staff from three vocational schools in Kentucky. Included in the next section are guidelines for organizing workstations, procedures for identifying job training stations, task analyses for 23 jobs that were developed at 8 sites during the original project, and checklists of the abilities that each of the sites required of entry-level students. The third section discusses making community contact and developing incentive programs for employment. Information concerning evaluation of the original program is provided in the fourth section. (Appendixes to this handbook include a sample parent letter, insurance information form, photo release, transportation waiver, workstation training agreement, and birth verification form as well as a storyboard for a slide presentation.) (MN)

ED 267 272 CE 043 917

Walters, Norma J., Ed.; Johnson, Lois H., Ed.
Guidelines for Clinical Experiences in Health Occupations Education. Information Series: Report No. 12.
Auburn Univ., Ala. Center for Vocational and Adult Education.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
PUB DATE- Jul 85
NOTE- 127p.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; *Allied Health Occupations Education; *Clinical Experience; Cooperative Planning; Coordination; Educational Cooperation; Educational Objectives; Health Facilities; *Instructor Coordinators; Legal Responsibility; Postsecondary Education; *Program Development; Program Evaluation; Records (Forms); School Community Relationship; Secondary Education; Student Evaluation; *Student Placement; *Teacher Role

This manual is intended to assist health occupations education (HOE) teachers in planning clinical experiences for their students. Addressed in the individual sections of the guide are the following topics: the purpose, philosophy, and legal aspects of clinical experiences in HOE; the HOE clinical structure (teacher qualifications, the role of the teacher/coordinator, advisory committees, and sample models of clinical experiences in HOE programs); clinical agencies (health agencies, community surveys; occupational analysis, training agreements, and training plans); selection of students (student occupational objectives, age, grade-point average, faculty recommendations, student-parent agreements, standards and dress codes, transportation, and student costs); placement of students in health agencies (conduct guidelines, resumes, letters of application, student certification, coordination visits, and student folders); evaluation of clinical experience (teacher/coordinator, on-site supervisor, and student evaluation, as well as clinical agency evaluation of the HOE program); and completion of the clinical component of the program (competency profiles, certificates of completion, agency/student recognition, and planning and revisions). Lists of references and suggested readings are provided. Appendixes, which comprise more than half of the manual, include 28 forms and information products that may be adapted to individual programs. (MN)

ED 267 285 CE 043 985

Brown, A. O., III; Fulkerson, Dan, Ed.

Basic Microcomputer Service Technician. Teacher Edition.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 85
NOTE- 422p.; Use of colored paper may affect reproducibility.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. 600801--$30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Science; Computer Science Education; Entry Workers; Equipment; Equipment Maintenance; Hand Tools; Human Relations; *Job Skills; *Microcomputers; Occupational Information; Paraprofessional Personnel; Postsecondary Education; Recordkeeping; *Repair; Safety; Service Workers; Technical Education; Test Items; Visual Aids

This manual is the first of three manuals for teaching repair skills to entry-level microcomputer service technicians. Although it focuses on basic computer repair skills, it also highlights the people skills needed by service providers. The manual contains 11 units. Each instructional unit includes some or all of these basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. (This teacher's edition contains materials suitable for reproduction and hand-outs to students.) The units cover the following topics: computer history highlights and career overview, microcomputer overview, safety, assembly and start-up procedures, operating systems, tools and equipment, peripherals, publications and resources, customer relations and recordkeeping, troubleshooting, and parts and supplies. (KC)

ED 267 299 CE 044 035

Walters, Norma J.

The Factors That Led to the Passage of the 1963 Vocational Education Act and How the 1968 and 1976 Amendments Changed This Act.

Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE- 86
NOTE- 54p.; For related documents, see CE 044 033-038.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Vocational Education; Disabilities; Educational Development; Educational Finance; Educational History; *Educational Legislation; *Federal Aid; *Federal Legislation; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Vocational Education Act 1963; Vocational Education Amendments 1968; Vocational Education Amendments 1976

This monograph discusses the Vocational Education Act of 1963 (VEA) and the factors that led to its passage. An introduction provides an overview of the changes brought about by supply and demand, which led to passage of the VEA. The impact of the Smith Hughes Act, effects of World War II, and the issue of unemployment in the 1950s are considered. Section II describes the findings of the Panel of Consultants convened by President Kennedy in 1961 regarding the failures of vocational education, its limitations, and the panel's impact on the VEA. In section III are reported the findings of the National Advisory Council on Vocational Education concerning implementation of the 1963 VEA. The Advisory Council's recommendations for amendments to the VEA are listed. Section IV outlines the changes that were made in the 1963 VEA by the 1968 Vocational Education Amendments, a result of the Advisory Council's recommendations. Provisions of Titles I, II, and III of the Amendments are cited. Section V describes changes made in the 1968 Act by the Educational Amendments of 1976, Title II--Vocational Education. National priority programs, categories for fundings, and authorizations are specifically addressed. (YLB)

ED 267 313 CG 018 893

Shoul, Rohna A.

The Social Worker's Role in Mobilizing a School System to Address the Issues of Divorce and Separation.

PUB DATE- Jan 85

NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of Social Workers (3rd, New Orleans, LA, January 31-February 3, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counseling Services; *Divorce; Elementary Schools; Elementary Secondary Education; Marital Instability; *School Counseling; School Counselors; *School Social Workers; Secondary Schools; *Student Problems

A team consisting of a school psychologist, a social worker, and two school counselors developed a program in Newton, Massachusetts to deal with children's problems resulting from their parents' separations and divorces. School staff was surveyed and interest was reported in the following areas of separation and divorce issues: (1) knowing more about the emotional and academic effects on the student in school; (2) getting ideas to use in working with students; (3) understanding when to make appropriate referrals to psychological services staff; and (4) knowing laws and regulations governing child custody. The program included community involvement and in-school programming. In the community involvement segment a conference was held for social agencies and school personnel, a meeting was conducted with a single parent group and school personnel, the movie "Divorce Comes to School" was promoted, and a resource brochure for school personnel and parents was developed. In the in-school programming segment a staff survey was conducted, a teacher curriculum was developed, in-service staff workshops were developed, and follow-up was conducted with faculty and staff. (ABL)

ED 267 327 CG 018 907

Hess, Charlotte M.; Gilgannon, Nancy
Gaming: A Curriculum Technique for Elementary Counselors.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; *Counselor Role; *Curriculum Development; Elementary Education; *Elementary School Curriculum; Elementary School Students; Games; *Humanistic Education; *Role Playing; *School Counselors; Simulation
IDENTIFIERS- Character Education

Recently, emphasis has been placed on curriculum implementation of character development. The elementary school counselor can function as a curriculum consultant by providing a delivery system for affective goals and objectives in the curriculum. Elementary counselors can help administrators and teachers to define learning problems and establish program goals, collect data to assist in determining teaching methodology and strategies, develop a plan and design curriculum, implement the plan, and evaluate the effectiveness of instruction. A useful instructional strategy which has suffered a decline in popularity is gaming. Gaming encourages students to explore, discover, and create. Counselors and teachers can observe students' gaming and thus gather information for instructional planning. One form of gaming, role playing, is an effective means for developing decision-making and problem solving skills. Effective use of gaming involves the development of instructional objectives and teacher training. Teachers need to know how to establish affective objectives and use affective education. Character development must come through coordinated learning activities and school counselors have the expertise to act as consultants in this process. (ABL)

ED 267 342 CG 018 922

Gilbert, Lucia Albino
Female and Male Emotional Dependency and Its Relation to Eroticism in the Therapist-Client Relationship.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Contains faint print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Client Relationship; *Emotional Development; Emotional Response; Females; *Individual Power; Interpersonal Relationship; Males; *Sex Differences; Sex Role; Sexuality; *Socialization
IDENTIFIERS- *Dependency (Personality)

Emotional dependency is a healthy and adaptive aspect of human development. Differences exist in how this dependency is labeled for men and for women. Women are socialized to attract men as life partners and achieve through their affiliation with others, not to be competent and ambitious on their own. Women have been expected to subordinate themselves to men in physical and intellectual tasks. Women and men participate in relationships which protect the men's egos from women's competence. Women's emotional needs are often not met in their relationships with men; in the past, women's emotional needs have been met through friendships with other women. Men's emotional dependency is discussed under the concept of power. Men feel a need for validation through sexual relations with women, resulting in what they perceive to be women's power over them. Men feel that women gain power over them by women's ability to bring out men's positive and negative emotions. Perceived loss of power over self motivates men to seek to have power over women. An example of how slowly social patterns change is the high rate of sexual intimacy between therapists and clients. In the past, the professional viewed this unethical behavior as the woman client's fault because of her sexual power. Therapists themselves are trapped by their own socialization. Research needs to examine further the role of male dependency. (ABL)

ED 267 357 CG 018 938

Donohue, Edith M.

Lifecareer Counseling.

PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Change; Career Choice; *Career Counseling; Careers; *Counseling Techniques; Counseling Theories; *Life Satisfaction; *Quality of Life
IDENTIFIERS- *Life Events

American workers change jobs more frequently than workers in older industrial countries. The movement from a manufacturing economy to a service economy involves many job changes for workers. Consequently, workers need flexibility. Counselors are challenged to help clients view life holistically, recognizing the dimension of quality of life. Clients need to be helped to understand what is needed for their satisfaction. Counselors can use instruments such as interest inventories to assist clients. A new theory of career has been proposed which suggests that one is employed by life and thus must have some degree of self-knowledge. This theory, called LIFECAREER, involves inner and outer sources of information. Life is the process and career is the direction. This theory recognizes that although individuals may know what life work is essential for satisfaction, they may place barriers in their way. In counseling, clients are asked to list five significant life events. Life events are then identified and explored. Satisfaction and dissatisfaction are discussed. Client and counselor then examine emerging patterns. Finally, clients can synthesize and articulate life patterns. (ABL)

ED 267 371 CS 008 274

Reading Objectives and Measurement Specifications, 1986. Grade 7. Texas Educational Assessment of Minimum Skills.

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Jun 85
NOTE- 28p.; For the Writing and Mathematics Objectives and Measurement Specifications, 1986, Grade 7, see ED 263 152 and ED 263 153, respectively.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; Cognitive Processes; Grade 7; Junior High Schools; *Minimum Competencies; *Minimum Competency Testing; Reading Comprehension; Reading Instruction; *Reading Skills; *Reading Tests; *Test Construction
IDENTIFIERS- Texas

The reading objectives and measurement specifications in this paper are provided for teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills. Following lists of objectives and general specifications, the paper outlines a description of test questions and answer choices, and provides an example of test questions for each of the ten objectives. These objectives are as follows: (1) use context to understand the meaning of words; (2) identify significant details; (3) identify the sequence of events; (4) identify the main idea; (5) distinguish between fact and opinion; (6) identify cause-and-effect relationships; (7) draw logical conclusions; (8) identify the parts of a book used to obtain information; (9) use graphic sources to get information; and (10) identify the appropriate source used to obtain information. (EL)

ED 267 386 CS 008 366

Merritt, John E.
Reading and Information Skills--A Functional Approach.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the SEAMEO Regional Language Seminar "Language across the Curriculum" (Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Functional Reading; *Reading Instruction; *Reading Research; Reading Skills; Reading Tests; *Teacher Effectiveness

The study of reading in restricted contexts ultimately short changes children. The continuous proliferation of research data results in teacher training courses that are overloaded with marginally relevant material. A vast number of "teachable skills" are isolated, and well-meaning publishers produce sophisticated but unnecessary materials; moreover, teachers and students waste valuable curriculum time on unnecessary or counter-productive activities. Evidence for these problems can be seen in international comparisons of attainment in countries that spend their resources in different ways, in studies comparing the efficacy of different teaching strategies, in the comparison of reading in school and the reading needed in everyday life. and in studies of the actual effects of efforts in schools in relation to the standards needed for literate survival. Standardized tests of reading based on materials used in teaching cannot indicate whether teachers' efforts are related to reality or anything about functional reading. Only when practical links between the work of the school and the everyday life of the community are forged, will an adequate curriculum for reading development be provided. (EL)

Northcroft, David
HearSay.
Scottish Curriculum Development Service, Edinburgh.
REPORT NO.- ISBN-0-947942-10-6
PUB DATE- 84
NOTE- 112p.
AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College of Education, Holyrood Rd., Edinburgh, EH8 8AQ, Scotland (1 pound 85 pence; Tape Extracts of most chapters are available on a C90 cassette tape--1 pound 10 pence).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; *Curriculum Development; Elementary Secondary Education; *English Curriculum; *Evaluation Criteria; Foreign Countries; Language Skills; Listening Comprehension; *Listening Skills; National Programs; *Oral Language; Speech Curriculum; *Speech Skills; Teaching Methods
IDENTIFIERS- Scotland; *Speaking Writing Relationship

Representing a first attempt by English teachers in Scotland to address a professional mandate that they teach and assess the modes of talking and listening, this booklet outlines both the scope and the details of an oral/aural syllabus. The eight chapters in the booklet cover the following areas: (1) the oral syllabus--principles and approaches; (2) an English teaching approach to the oral syllabus; (3) the content and scope of the oral syllabus--purposes, activities, skills, and contexts; (4) methodology for the oral syllabus--the formative assessment approach, the nature of talk, and differences in talking and writing; (5) assessment of the oral syllabus--assessment through criteria, difficulties posed by the special nature of talk, and an oral assessment package; (6) listening--activities, skills, and a teaching model; (7) the teaching and assessment of group talk; and (8) the oral curriculum. Appendixes include a discussion of the syllabus and assessment guidelines, listening criteria related to grade, and a tape transcript of an unsupervised group discussion. (HOD)

English Language Arts Curriculum. Minimum Standards Leadership Series.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PUB DATE- Dec 85
NOTE- 88p.
AVAILABLE FROM- Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front St., Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Disabilities; Educational History; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *English Curriculum; English Instruction; Integrated Curriculum; *Language Arts; Theater Arts

Intended to help teachers understand English as a curricular area and identify curriculum issues, this document can also assist committee members as they develop or revise their school district's English language arts course of study. The chapters discuss the following topics: (1) the past, present, and future of the English language arts curriculum; (2) issues in developing an English language arts curriculum, including factors for success, establishing the curriculum, a holistic view, language before schooling, dialectical differences, setting and language, teaching/learning styles, and teaching handicapped students; and (3) applying the components of a process model for developing a course of study, including samples of an English language arts program philosophy, program goals, program objectives, and an evaluation policy. A four-page bibliography concludes the text. Appendixes include sample student objectives for composition/writing and for drama/theatre, a list of action verbs for writing subject objectives, and sample subject objectives for listening and speaking. (EL)

ED 267 432 CS 209 619

Bennett, Susan G., Ed.
Sneak Previews: An Annotated Bibliography.
Texas Univ., Austin. Dept. of Curriculum and Instruction.
PUB DATE- 84
NOTE- 93p.; Publication of the Texas Hill Country Writing Project.
AVAILABLE FROM- Texas Hill Country Writing Project-National Writing Project, Education Building 406, Department of Curriculum and Instruction, University of Texas, Austin, TX 78712 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Content Area Writing; Elementary Secondary Education; *Textbooks; *Theory Practice Relationship; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Texas Hill Country Writing Project; *Writing Across the Curriculum

Intended for teachers, this bibliography contains 30 brief reviews of recent books on the theory and practice of teaching writing. The first section, on theory, focuses on "Famous Last Words, The American Language Crisis Reconsidered" (Harvey A. Daniels); "Drawing on the Right Side of the Brain" (Betty Edwards); "The Role of Grammar in a Secondary School Curriculum" (W. B. Elley and others); "The Web of Meaning" (Janet Emig); "Thinking Through Writing" (Susan R. Horton); "Understanding Writing" (Thomas Newkirk and Nancie Atwell); "Well-Bound Words; A Rhetoric" (John J. Ruszkiewicz); "Fforum: Essays on Theory and Practice in the Teaching of Writing" (Patricia L. Stock); "Family Literacy--Young Children Learning to Read and Write" (Denny Taylor); and "The Great American Writing Block--Causes and Cures of the New Illiteracy" (Thomas C. Wheeler). The second section, on practice, includes annotations on "Teaching Writing, Essays from the Bay Area Writing Project" (Gerald Camp, ed.); "Writing: Teachers and Children at Work" (Donald H. Graves); "Inside Out" (Dan Kirby and Tom Liner); "Searching Writing" (Ken Macrorie); "Writing and Learning Across the Curriculum" (Nancy Martin and others); "The Art of Composition"

Robert C. Meredith); "Active Voice" (James Moffett); "Student-Centered Language Arts and Reading K-13: A Handbook for Teachers" (James Moffett and Betty Wagner); "Learning by Teaching (Donald Murray); "A Guidebook to Writing Across the Curriculum" (JoAn Simmons and others); "Teaching Writing in the Content Areas: Elementary School" (Stephen N. Tchudi and Susan J. Tchudi); "Teaching Writing in the Content Areas: Middle School/Junior High (Stephen N. Tchudi and Margie C. Huerta); "The A+ Guide to Good Writing" (Diane Teitel Rubins); "Donald Graves in Australia" (R. D. Walshe); and "Writing Seminars in the Content Area: In Search of Hemingway, Salinger, and Steinbeck" (Brooke Workman). The third section annotates textbooks: "Writers Writing" (Lil Brannon and others); "Building English Skills" and "Resource Kit: Level Seven" (Joy Littell, ed.); "Building English Skills: Grade Eight" (Joy Littell, ed.); "Scope English Grammar and Composition Level One (a publication of Scholastic Book Services); and "Language for Daily Use" (Dorothy Strickland). (EL)

ED 267 447 CS 209 637

Matthews, Dorothy, Ed.
On Teaching Critical Thinking. Cognitive Strategies for Teaching: Poetry, Short Story, Composition, the Research Paper, Critical Reading.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 86
NOTE- 75p.
AVAILABLE FROM- Executive Secretary, Illinois Association of Teachers of English, 294 English Building, 608 S. Wright St., Urbana, IL 61801 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Ability; *Critical Thinking; English Instruction; Higher Education; Humanities; Literature Appreciation; Logic; Nonverbal Communication; Poetry; Rhetoric; Secondary Education; Semiotics; Student Research; Teaching Methods; *Writing Instruction
IDENTIFIERS- Basic Writing

Exploring a variety of ways to train students to think critically within the context of writing and literature classes, this journal issue presents cognitive strategies for teaching poetry, short stories, composition, the research paper, and critical reading. The titles of the articles and their authors are as follows: (1) "Constructing the Critical View" (Randall Stiffler); (2) "Bringing the Burger to Saigon" (Sue Howell); (3) "Listing and Clustering: A Strategy for Teaching Categorizing" (Gerald Grunska); (4) "Using Original Surveys to Promote Thinking in Library Research Projects" (Leigh Henson); (5) "Cognitive Strategies to Use with Basic Writers" (Sallyanne H. Fitzgerald); (6) "Two Strategies for Combining Thinking and Writing" (Lucille C. Bruch); (7) "Teaching Critical Thinking Across the Curriculum: Notes from a Traveling Writing Teacher" (Dora Tippens); (8) "Teaching the Critical Analysis" (Marsha C. Bryant); (9) "The Logic in Mystery" (Jay Fox and Mike Rusniak); (10) "Verbalizing Nonverbal Knowledge" (Deborah H. Pickering); (11) "Sensitizing Students to Nonverbal Language" (Patrick L. McKiernan); and (12) "A Critical Pursuit of Cues: Introducing Semiotics" (James Fulcher). (HTH)

ED 267 462 CS 505 225

Nicolai, Michael T.
The Use and Abuse of the Hired Judge Pool.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Debate; *Evaluation Methods; Higher Education; *Judges; Persuasive Discourse; *Qualifications; Speech Communication
IDENTIFIERS- *Debate Tournaments

Since few debate tournaments can be administered successfully without employing some hired-judge pool, one of the fundamental ethical concerns facing the tournament director is the balance between filling all judge responsibilities and securing competent judges. The responsibility of securing competent judges can be met through a more extensive training program for each individual who will serve as a hired judge. A seminar conducted by the tournament director might include at the very least a discussion of the rules and, in the case of individual events, a review of each description. The specific ballot should be explained in detail, as well as the significance of each aspect. Rather than influence judges' personal judging philosophy, the fairest approach would be to present the major viewpoints held in each area and then recommend that each judge determine his or her own standards. Also, providing judges with an opportunity to watch host school competitors perform the various events, coupled with a generalized critique by the tournament director, should provide a clearer understanding of the activity. Extreme care must be taken to ensure that hired judges who are familiar with host school competitors are kept out of rounds involving these students. Finally, coaches should provide validation to all ballots, whether from hired judges or not, so that students are made aware that the worth of each opinion and comment rests in the content, not in the author. (HTH)

ED 267 477 EA 018 154

Kimball, George; And Others

Relations of Within-School Cohesiveness and Principal Ratings with Achievement.

PUB DATE- Mar 85

NOTE- 81p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). For a related document, see ED 266 529. Appendix B contains small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Administrator Evaluation; Analysis of Variance; *Educational Environment; Elementary Secondary Education; Factor Analysis; *Group Unity; *Leadership; Middle Schools; Multiple Regression Analysis; Principals; School Districts; School Effectiveness; School Surveys; Tables (Data); Teacher Administrator Relationship; *Teacher Attitudes

IDENTIFIERS- *Oklahoma City Public Schools

In an attempt to correlate effective school practices with actual observed student achievement, a survey instrument concerning principal leadership and school climate was distributed to classroom teachers in the Oklahoma City Public Schools. Responses by more than half of the teachers yielded 1,294 usable questionnaires representing all 94 schools in the district. The analyses in this paper focus on factor analysis of the 78-item teacher survey data after aggregation to the school level. Constructs represent mean principal ratings and within-school cohesiveness. Student achievement scores in math and reading were aggregated to school-level means. The correlations for the entire sample were positive, indicating that the higher achieving schools tended to be the ones where principals had high (mean) survey ratings, and where teachers were relatively cohesive or likeminded regarding their principal and school climate. The mean responses and the cohesiveness measures were also entered into factor analyses with the school as the unit of analysis. The first and largest factor in the analysis of mean survey responses was largely a measure of the principal as an effective interpersonal leader who commands the respect and support of the school staff. However, this factor diminishes by the time students reach ninth grade and above. Six references are listed. The appendixes, comprising over half of the document, display data tables which present the factor analysis results and the correlation results of survey items with achievement. (MLF)

ED 267 491 EA 018 200

Quality Education in the Equality State. A Report of the Blue Ribbon Committee on Quality Education in Wyoming.

Wyoming State Dept. of Education, Cheyenne.

PUB DATE- 12 Sep 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Administration; *Educational Change; *Educational Improvement; Educational Quality; Educational Technology; Elementary Secondary Education; Postsecondary Education; Public Education; School Effectiveness; School Personnel; *State Programs; Technological Advancement; Technological Literacy; Time on Task
IDENTIFIERS- *Wyoming

This report by Wyoming's Blue Ribbon Committee on Quality Education focuses on four basic recommendations through which student preparation could be improved. First, the elementary, secondary, and college curriculum in the state needs to be better defined and integrated. Second, educational processes must make more effective use of available technology. Third, education must focus on preparing students to cope with technological and social change. Fourth, the general public must be encouraged to support efforts to achieve educational excellence at local and state levels. The report makes general recommendations in the areas of student use of time and making schools more effective, then provides 15 specific recommendations pertaining to elementary and secondary education, professional staffing, and state management of education. These specific recommendations concern high school graduation requirements, statewide program evaluation, college preparatory programs, college entrance requirements, basic skills education, development of thinking and problem-solving skills, curriculum integration, individualization of education, concern for the whole child, competency-based teacher employment, professional development for teachers, temporary certification, administrative accountability, state coordination of data collection, and development of a statewide electronic communication system for instruction. (PGD)

ED 267 505 EA 018 305

Kerchner, Charles Taylor
Labor Policy in School Districts: Its Diffusion and Impact on Work Structures.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 78p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403(4.25 prepaid or purchase order).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Board Administrator Relationship; Case Studies; Collective Bargaining; Conflict Resolution; Contracts; Elementary Secondary Education; Grievance Procedures; *Labor Relations; Principals; Questionnaires; School Based Management; *School Districts; Superintendents; *Teacher Administrator Relationship; Teacher Associations; Teacher Attitudes; *Unions; *Work Attitudes; Work Environment

A study of 10 schools in 3 school districts examined how labor relations affect teachers' work attitudes and behavior, and how labor relations and contract provisions take on practical significance in the school and classroom. A three "generation" model of labor relations development--based on levels of conflict and the legitimacy accorded the union--was used. The study was conducted in three parts: (1) districtwide and school-level organizational data were obtained through interviews with the 10 principals; (2) a questionnaire was administered to 439 teachers; and (3) 80 teachers were interviewed. Of the three districts studied, one, located in a community of mixed ethnicity and socioeconomic status, had peaceful labor relations; the second, also in a mixed-race community, had highly acrimonious labor relations; the third, a suburban high school district, serving a changing population and experiencing severe enrollment declines, practiced a "cooperative mode" of collective bargaining. Seven references are provided. The appendixes contain case study questions and a list of the documents collected, the questionnaire, and the interview guide. (MLF)

ED 267 519 EA 018 354

Smith, Frank L.; And Others
Assessment Processes and the Management of the School's Curricula. Final Report.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 11p.
GRANT- NIE-G-85-7122
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Curriculum; Educational Administration; *Educational Assessment; *Educational Change; Educational Environment; Educational Philosophy; Elementary Secondary Education; Norms; Organizational Change; Organizational Communication; Organizational Development; Organizational Theories; *Research Needs; Research Utilization; School Organization; Systems Analysis; Values

This report contends that current university-based research and development activities investigating successful secondary schools provide an exceptional mechanism for coordinating all three aspects of assessing successful schools: legal compliance, student performance, and quality of school life. A typology of schools is proposed to account for the schools' basic orientation toward administration and instruction. Administrative processes reflect one of three belief systems--the bureaucratic-rationalistic, the political-organic, and the cultural--that describe the ways schools go about making policy decisions and allocating resources. Based on this typology, seven core studies are proposed that would address the following school processes: (1) organizing, planning, and informing; (2) resource allocation; (3) curriculum and instruction; (4) managing co-curricular education; (5) guidance services; (6) monitoring and evaluation; and (7) adolescent enculturation. The report concludes by suggesting that renewed attention to school assessment processes could stimulate collaborative management that continuously assesses current practice based on a systematic data-based profile of performance-related school processes coupled with an aspirational model of the school's organizational culture.

(TE)

ED 267 535 EC 182 055

Judd, Patricia A.; And Others

Job Satisfaction of Developmentally Disabled Workers in Competitive Employment.

Focus Inc., Jonesboro, AR.
PUB DATE- 81
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Developmental Disabilities; *Employment; *Job Satisfaction; Work Attitudes

The job satisfaction of 35 developmentally disabled workers (17 to 38 years old) placed into competitive employment over a 2.5 year period was assessed. The Job Satisfaction Survey which measures satisfaction with the job itself, with the work group, with the company, and with the pay and job status, was administered orally in structured interview sessions. Ss expressed a high degree of satisfaction with their jobs. A significant difference in satisfaction with pay existed between full-time and part-time workers, but no significant differences were evident (among subgroups categorized by age, sex, disability, work experience, and service/semi-skilled positions) regarding satisfaction with the work, the work groups, or the company. (CL)

ED 267 551 EC 182 071

Birath, Gunnar
Advice and Hints in Training the Mentally Handicapped to Drive Electric Wheelchairs.
Swedish Inst. for the Handicapped, Bromma.
PUB DATE- Oct 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Foreign Countries; *Mild Mental Retardation; *Multiple Disabilities; Physical Disabilities; *Physical Mobility; *Wheelchairs

The booklet is intended to help train people with mild mental retardation to drive electric wheelchairs. The systematic training incorporates features of adequate time, stress upon generalization, and a relaxed and secure environment. Lessons are presented on the following skill areas: preparation, starting and stopping, driving straight ahead, turning, turning around, negotiating obstacles, marking tracks, reversing, giving way, critical situations, driving surfaces, speeds, driving over obstacles, choosing the route, slopes, being observant, public roads, games, wheelchair maintenance, and breakdowns. (CL)

ED 267 568 EC 182 089

Powers, Stephen; And Others
16 PF Profiles of Academically Able High School Students.
PUB DATE- 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Gifted; High Schools; *Personality Traits;
Psychological Characteristics; Student Characteristics

In an exploration of nonintellectual correlates of high ability among high school students, 112 high ability high school students attending the University of Arizona Precollege Program for Gifted and Talented Students were administered the Sixteen Personality Factor Questionnaire (16 PF). Mean primary factor scores of boys and girls were compared, and boys and girls were also compared with their respective 16 PF norms. Differences were found on several traits: girls scored higher on warmth and emotional sensitivity, while boys were higher in rebelliousness. Both boys and girls scored higher than norm groups with respect to the intelligence and dominance factor of the 16 PF. (Author/CL)

ED 267 170 CE 042 371

Small Engine Repair Modules (Workbook) = Reparacion de Motores Pequenos (Guia de Trabajo)

New York State Dept. of Correctional Services, Albany.

PUB DATE- 85
NOTE- 242p.; Spanish translation by Vilma Curzi.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Competency Based Education; Engines; *Equipment Maintenance; *Equipment Utilization; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; *Small Engine Mechanics; Spanish; *Trade and Industrial Education; Vocational English (Second Language)

This package contains an English-Language set of task procedure sheets dealing with small-engine repair and a Spanish translation of the same material. Addressed in the individual sections of the manual are the following aspects of engine tune-up, reconditioning, and troubleshooting: servicing air cleaners; cleaning gas tanks, fuel lines, and fuel filters; gapping and installing new spark plugs; cleaning, regapping, and installing old spark plugs; checking governor linkages for free movement; setting breaker point gaps; setting magnets to flywheel air gaps; timing engines; adjusting tappet clearances; checking oil and bringing it to the proper level; checking compression; filling the gas tank; starting the engine; adjusting the carburetor; grinding valve seats; grinding and lapping valves; installing valve seats and valve guides; testing and installing valve springs; checking cylinder bores; deglazing cylinders with a finish hone; checking pistons, rings, and connecting rods; installing connecting rods to pistons; checking crankshaft condition and specifications; inspecting camshaft conditions; and checking cam followers. Each task procedure sheet contains a module and task title, list of needed tools and equipment, and procedural outline. (MN)

The Causes of Stress on the Modern Secretary.
Professional Secretaries International, Kansas City, MO.
PUB DATE- 19 Feb 86
NOTE- 22p.; Co-sponsored by Panasonic Electronic Typewriter Division.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; Demography; Employment Opportunities; *Job Satisfaction; National Surveys; Office Machines; *Offices (Facilities); Rural Urban Differences; *Secretaries; *Stress Variables; Technological Advancement; *Work Attitudes; *Work Environment
IDENTIFIERS- *Stress (Biological)

A study examined the causes and intensity of stress in the modern secretary. Questionnaires completed by nearly 4,000 members of Professional Secretaries International throughout the country were split into a 2,000-respondent cluster from urban areas and a 2,000-respondent "nonurban" cluster that included both secretaries from and not from cities. The urban secretaries expressed only slightly greater stress than those from the nonurban cluster. Among younger secretaries, however, urban employees indicated much greater levels of stress. Those job duties that caused the greatest stress were answering the phone, redoing work executives do too hastily or erroneously, coordinating and supervising, and doing research. Lack of advancement opportunities, lack of input into decisions, lack of communication from supervisors, and insufficient pay were the job characteristics that caused the most stress. Stress associated with office machines, while generally low, increased among respondents with the rising level of technological sophistication. Two-thirds of those surveyed felt that stress has affected their health. (This report concludes with a section of representative secretary complaints and suggestions for alleviating them.) (MN)

ED 267 230 CE 043 756

Putnam, A. R.; And Others
Transitions from School to Work: Helping the Special Student.
SPONS. AGENCY- Vigo County School Corp., Terre Haute, Ind.
PUB DATE- 85
NOTE- 18p.; Prepared by the Vigo County School/Community Advisory Committee for Vocational Special Education Planning.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Change Strategies; County School Districts; Delivery Systems; *Disabilities; Educational Legislation; Educational Needs; Educational Planning; Educational Policy; *Education Work Relationship; Federal Legislation; Job Training; Needs Assessment; Policy Formation; Regional Planning; Secondary Education; *Special Education; *Transitional Programs; *Vocational Education
IDENTIFIERS- *Vigo County School Corporation IN

An advisory committee comprised of school officials and community members was formed to assess the provision of special vocational programming to handicapped students served by the Vigo County School Corporation (Indiana). The committee examined student needs-related, school and curriculum-related, and business-related issues addressed in Federal legislation concerning vocational education and special needs populations (with special focus on the provisions of the Carl D. Perkins Vocational Education Act of 1984). The committee concluded that the county should develop programs to provide employability training in the school, a transition program from school to the community, and actual experiences and training in work stations throughout the community. It was also recommended that the county (1) develop a comprehensive career awareness/education program early in the special education curriculum, (2) implement a comprehensive vocational assessment program for all special students, and (3) establish cooperative and information-sharing procedures with all local organizations involved in job placement and followup for handicapped individuals. (MN)

ED 267 245 CE 043 780

Jewell, Larry R.

Whole Numbers. Student Worksheets for Vocational Agricultural Courses .

North Carolina State Univ., Raleigh. Dept. of Occupational Education.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85

NOTE- 18p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-779.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Agricultural Education; Computation; Definitions; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematics Skills; Number Concepts; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education; *Whole Numbers

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module provides practice in addition, subtraction, multiplication, and division of whole numbers. Practical applications in agriculture include making an inventory of assets and liabilities, keeping records, and preparing a net worth statement of a farm business. (KC)

ED 267 387 CS 008 367

Meek, Margaret
Learning to Read.
REPORT NO.- ISBN-0-435-08251-5
PUB DATE- 86
NOTE- 254p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Bibliographies; *Child Development; *Developmental Stages; *Learning Processes; Literacy; Parent Child Relationship; Reading Ability; *Reading Material Selection; *Reading Processes; Reading Readiness; Reading Writing Relationship; Spelling; Writing Skills

Intended for those who want to encourage children to read, this book deals with children learning to read at different stages and explores four assumptions: reading is an important thing to do; reading is learned by reading; what beginning readers read makes all the difference to their view of reading; and to be successful, teaching and learning must be genuinely shared. The chapters are arranged by age of child (younger than 5, 5 to 7, 7 to 10, 11, and 14 and contain an account of what reading seems to involve for a child at that stage, suggestions for the kind of help a parent or interested adult can give, and an account of how some difficulties arise. Chapters also give some examples of the kinds of questions that people ask about children's reading. The book ends with a note about spelling and writing and with booklists for each of the ages mentioned. (HOD)

ED 267 536 EC 182 056

Bricker, Diane; Bailey, Earletta

Psychometric Evaluation of the Comprehensive Early Evaluation and Programming System (CEEPS). Final Report.

Oregon Univ., Eugene. Center on Human Development.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 83
NOTE- 106p.; Parts of the document have small and broken print.
GRANT- 023AH30003
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Criterion Referenced Tests; *Disabilities; Early Childhood Education; Evaluation Methods; Infants; *Test Reliability; *Test Use; *Test Validity
IDENTIFIERS- *Comprehensive Early Evaluation Programming System

The study examined psychometric properties of the Comprehensive Early Evaluation and Programming System (CEEPS), a criterion-referenced instrument designed for handicapped children birth to 3 years old. The instrument was intended to provide specific information to develop program objectives across a range of developmental areas and to assess program effectiveness. Reliability, validity, and utility of the CEEPS were examined using 22 handicapped children between the ages of 24 and 40 months. Among reliability findings are that there is a high degree of score consistency across CEEPS domains and a high degree of score consistency or stability over time across CEEPS domains. Specific reliability results are reported for item analysis, and domains of fine motor, gross motor, self care, cognitive, social, and communication skills. Validity data suggested strong relationships between performance scores obtained on the Gesell and the CEEPS and between results of CEEPS performance scores and parent rating form scores and interviews. Utility findings suggested that the measure provides appropriate and useful information for designing educational programs for young handicapped children. Four pages of references are included; the Parent Rating Form, Gesell Protocal Forms, CEEPS Evaluation Form, and other materials are appended. (CL)

ED 267 552 EC 182 072

Burton, Louise F.; And Others
Career Education from the Employers' Viewpoint.
PUB DATE- 20 Oct 84
NOTE- 8p.; Paper presented at the International Conference on Learning Disabilities (6th, Dallas, TX, October 20, 1984).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; Employment Opportunities; Interpersonal Competence; *Learning Disabilities; *Vocational Adjustment; Work Attitudes

Sixty-five competitive employers (44 males and 21 females) were interviewed regarding their perceptions of specific career/vocational skills needed by handicapped people for successful employment. All employers had experience with handicapped workers and held supervisory and managerial positions at their employment site. Employers were distributed among four types of job sites: food service, custodial/maintenance, stock/construction, and miscellaneous. Ss ranked 22 job skills in terms of priorities. Job skills identified as highest priority by the majority included dependability (78%), punctuality (74%), pride in work (72%), respect for authority (54%) and getting along with others. Implications for vocational curricula include the need to refocus social skills and to provide opportunities to learn job-related skills in actual competitive employment sites. (CL)

ED 267 569 EC 182 090

Anderson, Dana McCoy; Ritter, Shirley A.

Training District Personnel as Peer Consultants and Inservice Leaders: Implementation and Evaluation of a Training Program.

Furman Univ., Greenville, S.C.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 34p.; Project SITE, School Initiated Teacher Education.
GRANT- G008200423

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultation Programs; *Disabilities; *Inservice Teacher Education; *Teacher Education; *Teacher Educator Education; Teacher Role

For the past three years, Furman University has offered training for special educators to develop skills as peer inservice providers and as peer consultants to general education personnel. By means of a personnel preparation grant, School Initiated Teacher Education (SITE) Outreach has involved 61 special education teachers, speech therapists, and curriculum specialists in a series of three graduate level courses designed to address development of skills in inservice content and presentation and peer consultation. Evaluation data were collected to determine the impact of the training program, perceived benefits to the participants, and the receptiveness of the participating school districts in terms of the incorporation of peer inservice and consultation activities into the ongoing instructional program. Findings revealed an increased stress on consultation in job descriptions and a clear preference for individual, informal meetings to conduct consultation activities for most teachers. (Author/CL)

ED 267 198 CE 043 717

Clothing and Textiles: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 15p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; *Clothing Instruction; Competency Based Education; Course Content; Evaluation Criteria; *Home Economics; Home Economics Skills; Secondary Education; *Sewing Instruction; Student Evaluation; Student Organizations; *Textiles Instruction
IDENTIFIERS- Future Farmers of America

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of the clothing and textiles component of a course in consumer education and homemaking for grades 10 to 12. The guide consists of a course description; general course objectives; a course content outline; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Addressed in the course content outline are the following topics: the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); the role of clothing in building one's image; selection and care of clothing; equipment for sewing; pattern selection and fitting; fabric selection and preparation; pattern layout, cutting, and marking; garment construction; and careers in clothing and textiles. (MN)

ED 267 213 CE 043 732

Cosmetology: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 21p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; *Articulation (Education); Behavioral Objectives; *Cosmetology; *Course Content; Course Descriptions; Course Organization; Educational Needs; *Educational Objectives; Educational Resources; Entry Workers; Job Skills; Job Training; Secondary Education; Skill Development; Vocational Education

This scope and sequence guide, developed for a cosmetology vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, and audiovisual aids. This three-year course of study is designed to develop skills and techniques used in the care and beautification of the hair, skin, and nails. Topics addressed include professional projection, cosmetology law, sanitation, hair structure, shampooing, scalp and hair care, manicuring and pedicuring, hairstyling, skin histology, makeup application, permanent waving, chemical hair relaxing, hair coloring, care and styling of wigs, anatomy and physiology, electricity, chemistry, and beauty salon management. (KC)

ED 267 259 CE 043 826

Jarrett, Pat
Community-Based Vocational Training Project. Final Report and Program Manual.
Jefferson County Public Schools, Louisville, Ky.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- May 85
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Data Collection; *Disabilities; Job Analysis; Mental Retardation; Multiple Disabilities; On the Job Training; Physical Disabilities; *Program Development; Program Implementation; Questionnaires; Records (Forms); Secondary Education; Surveys; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Community Based Vocational Education

This manual describes a project (a joint, cooperative venture among local businesses, Roberta B. Tully School--Louisville, Kentucky--and the Kentucky State Office of Vocational Education) that outlines the process for beginning a community-based vocational education program for mentally, physically, and multiply handicapped students. Section I provides an overview of the project, which emphasizes systematic on-the-job training for this population. A flowchart of activities is presented, and the roles of project participants are identified. Program accomplishments and recommendations and future needs are also listed. Section II contains required forms, including travel waivers of responsibility, application form, parent permission letter, schedule adjustment form, and photograph release form. Section III contains sample school and teacher schedules. Section IV presents letters and inventory forms prepared to inform parents about the total program and gather student information in five domains in which students will be expected to perform in the future. Section V provides materials used in employer contacts: explanation of community work sites, program design for gathering work site sponsor information, work site information sheet, and employer evaluation forms. Section VI contains several teacher-developed task analyses at various work sites, a sample task schedule, and student performance log. Storyboards for an employer or community slide presentation and a teacher or parent inservice slide presentation are appended. (YLB)

ED 267 273 CE 043 918

Walters, Norma J.
Occupational Competency Profile for Health Occupations Education Program: Teacher Self-Assessment. Information Series: Report No. 11.
Auburn Univ., Ala. Center for Vocational and Adult Education.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
PUB DATE- Apr 84
NOTE- 41p.; For a related document, see CE 043 916.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Allied Health Personnel; Checklists; Community Organizations; Course Content; Educational Needs; Health Facilities; Health Personnel; Hospital Personnel; Hospitals; Job Analysis; *Job Skills; Needs Assessment; Nonprofessional Personnel; Paraprofessional Personnel; Postsecondary Education; Professional Occupations; Secondary Education; *Self Evaluation (Individuals); Teacher Effectiveness; *Vocational Education Teachers

This assessment instrument is intended to assist teachers in evaluating the relevance of the competencies included in the health occupations education curriculum they are teaching and in assessing their own continuing education needs. The profile lists the competencies required of persons working at the following sites: hospital departments (business office, blood bank, cardiopulmonary services, emergency room, medical laboratory, medical records, nursery, nursing care services, operating room, pharmacy, physical therapy, radiology, respiratory therpy, and unit coordination); other health agencies (dental office, family practitioner, mental health/mental retardation center, public health department's well-baby clinic and medic aid screening, and veterinary clinic); and community organizations (American Cancer Society, American Lung Association, American Dental Health Bureau, American Heart Association, American Lung Association, American Red Cross, Health Fair, Lions Club, and Scoliosis Research Society). The assessment instrument allows teachers to record whether they are currently teaching, competent in but not teaching, or in need of training in the competencies listed for each of the individual types of agencies listed. (MN)

ED 267 286 CE 043 986

Brown, A. O., III; Fulkerson, Dan, Ed.
Advanced Microcomputer Service Technician. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 85
NOTE- 419p.; For related documents, see CE 043 985-987. Use of colored paper may affect reproducibility.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. 600901--$30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Science; Computer Science Education; Electronics; Equipment Maintenance; Hand Tools; *Job Skills; *Microcomputers; Paraprofessional Personnel; Postsecondary Education; Problem Solving; *Repair; Service Workers; Technical Education; Visual Aids

This manual is the second of a three-text microcomputer service and repair series. This text addresses the training needs of "chip level" technicians who work with digital troubleshooting instruments to solve the complex microcomputer problems that are sent to them from computer stores that do not have full-service facilities. The manual contains 11 units. Each instructional unit includes some or all of the basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. (This teacher's edition contains materials suitable for reproduction and hand-outs to students.) Units cover the following topics: fundamentals of microprocessors; system architecture; microprocessor architecture and timing; tools and test equipment; busses, protocols, and handshakes; generic troubleshooting; and troubleshooting the Apple II, Commodore 64, IBM PC, Zenith Z-100, and TRS-80 microcomputers. (KC)

ED 267 300 CE 044 036

Walters, Norma J.
The State Advisory Council on Vocational Education.
Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE- 86
NOTE- 29p.; For related documents, see CE 044 033-038.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Advisory Committees; *Educational Planning; Evaluation; Long Range Planning; Policy Formation; Postsecondary Education; *Responsibility; Secondary Education; *Staff Role; State Programs; *Statewide Planning; Technical Assistance; *Vocational Education
IDENTIFIERS- *State Advisory Councils on Vocational Education; Vocational Education Act 1963; Vocational Education Amendments 1968
This monograph provides information on the State Advisory Councils on Vocational Education (SACVE) mandated by the Vocational Education Act of 1963, as amended in 1968. Section I discusses the SACVE and its responsibilities. Section II focuses on the increased emphasis and added responsibilities given to the SACVE under the Vocational Education Amendments of 1976. Membership categories for SACVEs are listed. Guidelines for SACVE organization and operation, staff responsibilities, and responsibilities of the fiscal agent are also detailed. Section III describes the activities of the SACVE, including the five-year plan, annual program plan, accountability report, policy matters of program administration, state evaluation, SACVE evaluations, annual evaluation report, data from other sources, public hearing, local advisory councils, and technical assistance to local advisory councils. (YLB)

ED 267 314 CG 018 894

Abidin, Richard R.; Wilfong, Ellen M.
Parenting Stress: Maternal & Child Health Correlates.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Diseases; *Health; Medical Services; *Mother Attitudes; Mothers; Parent Child Relationship; Parents; *Stress Variables; *Toddlers
IDENTIFIERS- *Medical Utilization; Parenting Stress Index; Traumas

A study was undertaken to examine the relationship among parenting stress, maternal and child health, and medical utilization. Participants were patients from a large group pediatric practice. Mothers (N=56) of patients completed the Parenting Stress Index. Twelve months after completion of the Parenting Stress Index, subjects were assessed using the: (1) General Health Rating, which measured subjects' perception of their health status; (2) Medical Utilization for the Child, which gave frequency counts from the child's medical chart; (3) Mother's Health Care Seeking Behaviors, which measured the mother's report of her use of medical services; (4) Mother's Illness-Related Behaviors, which consisted of mother's monthly mean report of days in bed, non-prescription medicines used, etcetera; and (5) Traumatic Injuries, which gave frequency counts from child's medical charts. The results showed that maternal level of parenting stress appeared unrelated to obtaining medical services for young children. Inappropriate medical utilizaiton rates based on maternal stress did not occur for very young children. Maternal level of parenting stress was related to high rates of maternal use of medical services, illness-related behaviors, and maternal perceptions of health status. Low and moderate stress levels were not related to illness behaviors. Parenting stress was not shown to be related to traumatic injuries of the children, possibly due to the young age of this group of children, who were 12-24 months old when the observations were made. The Parenting Stress Index may be used in identifying parents under excessive stress who may later exhibit illness behavior. (ABL)

ED 267 328   CG 018 908

Rook, Karen S.
Nonsupportive Aspects of Social Relationships.
PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Bias; *Emotional Response; *Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; *Social Behavior; *Well Being

Personal relationships can provide comfort and pleasure or strain and disappointment. Relationships which provide the greatest opportunities for support and companionship may also be the ones most open to negative exchanges. Theoretical perspectives can help predict how positive and negative interpersonal experiences can together affect well-being. Positive and negative interpersonal experiences may have equivalent but opposite effects. Positive and negative exchanges are probably not equal because few friendships would survive if they did not involve more positive than negative experiences. Some research has shown that negative social encounters have a disproportionate impact on well-being, outweighing positive supportive encounters. People are quite sensitive to negative experiences. The reasons for this sensitivity may involve the relative frequency of positive versus negative interpersonal events, the view that negative actions present no attributional ambiguity but invite inferences of malice, and an adaptive response to be vigilant about threats to one's person. Scaling of positive and negative exchanges would be useful in social interaction research. (ABL)

ED 267 343 CG 018 923

Mailler, William D.
Organizational Climate: Myth and Measurement.
PUB DATE- Apr 86
NOTE- 47p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; Behavior Rating Scales; *Behavior Theories; *Measurement; *Organizational Climate; *Research Needs

The concept of organizational climate came from a desire to understand person-environment interactions. Most research has focused on the development of measuring instruments and much less has focused on development of a theory base. The small amount of existing theory has been used as a beginning for measurement activities. The lack of theory may reflect the need of behavioral scientists to have quantitative data and the lack of communication between researchers and practitioners. Recently researchers have begun to recognize the need for a sound theoretical base. Valuable results obtained from previous research include the following: (1) no consensus exists as to whether current techniques are measuring perceptions of individuals or organizational attributes; (2) no data shows organizational climate affecting organizational outcome; (3) organizations have a set of climates; (4) no research accounts for the positive nature of organizational climate scores; and (5) instruments measuring organizational climate have not been validated. Future research should be applied to developing a theoretical base. A seven-page reference list concludes the paper. (ABL)

ED 267 358 CG 018 939

von Eye, Alexander; Hussy, Walter
Memory Development: Sources of the Age Variation.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Age Differences; *Children; Cognitive Processes; *Concept Formation; Foreign Countries; *Memory; Problem Solving; *Recall (Psychology)
IDENTIFIERS- West Germany

Research has not clearly determined whether memory development in childhood and adulthood can be accounted for by the age variation of cognitive processes other than memory. To examine this issue, a study was conducted based on a model of structures and processes in complex information processing. Subjects (N=162) were presented with two lists of learning material, one with meaningful material and the other with meaningless material. Lists were presented acoustically and visually. Subjects were asked for recall; recall rates were used as dependent measures. Problem-solving was measured by ordered concept-forming tasks involving prediction. Subjects were from seven age groups (8, 10, 12, 15, 20, 40, and 60 year olds). The results revealed that up to age 20, subjects showed an increase in recall rates and that older subjects showed a decline. Lower-order concepts were more often formed than higher-order concepts for all age groups. Age variation in memory performance was partially accounted for by the age variation in concept-forming performance. (ABL)

ED 267 372 CS 008 275

Cumulative Vocabulary List. Texas Educational Assessment of Minimum Skills (TEAMS). Revised.

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Sep 85
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Basic Vocabulary; Elementary Secondary Education; Minimum Competency Testing; *Vocabulary; Vocabulary Development; Vocabulary Skills; Word Lists
IDENTIFIERS- Texas

Developed to improve the educational testing program and to reflect the content of the state curriculum for students in Texas, this paper lists words selected from all state-adopted basal reading series, plus several other appropriate sources, which may be included in test items on the Texas Educational Assessment of Minimum Skills (TEAMS) tests. The paper begins with information on the background and purpose of the list and on instructions for use, and presents word list development rules. The first section of the vocabulary list provides a grade-by-grade set of words for grades 1 through exit level. The second section contains a cumulative alphabetical list of words followed by grade level designations. (EL)

ED 267 403 CS 209 569

Jackson, Lionel; And Others
Assessment in English in S1 and S2.
Scottish Curriculum Development Service, Edinburgh.
REPORT NO.- ISBN-0-947942-05-X
PUB DATE- 84
NOTE- 94p.
AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College of Education, Holyrood Rd., Edinburgh, EH8 8AQ, Scotland (1 pound 70 pence).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Administration; *Educational Assessment; Educational Objectives; Educational Policy; *English Instruction; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Formative Evaluation; High Schools; *Student Evaluation; Summative Evaluation
IDENTIFIERS- Scotland

Developed by the Third Scottish Control Committee on English, this sourcebook for teachers is intended to provide guidance on student assessment in the first and second year of high school. The first section of the sourcebook provides the background information on the development of the guide, while the second section addresses the need for assessment, for whom, and when it happens. The third section discusses types of assessment (formative, diagnostic, continuous, criterion-referenced, and summative), the recording and reporting of assessments, assessment criteria, and assessment validity and reliability. Basic principles are presented in the next section, which is followed by a lengthy section that examines formative assessment in writing, reading, speaking, and listening. Section six discusses summative assessment and the final section takes into consideration departmental procedures for school assessments. Appendixes include a pupil's record of work, a pupil profile, a categorization of school writing, a checklist of reading skills, a lesson plan on attentive listening and oral paraphrasing, an example of examination design, and an example of an examination illustrating the recommended strategy. (HOD)

Guidelines for the Preparation of Teachers of English Language Arts.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-4730-5
PUB DATE- 86
NOTE- 27p.; Prepared by the NCTE Standing Committee on Teacher Preparation and Certification. Revision of NCTE's 1976 "Statement on the Preparation of Teachers of English and the Language Arts" (ED 127 628).
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 47305, $2.00 member, $2.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; English Instruction; *English Teacher Education; Guidelines; Job Skills; *Knowledge Level; *Language Arts; *Preservice Teacher Education; Teacher Attitudes; Teacher Certification; *Teacher Characteristics; Teacher Education Curriculum; *Teacher Qualifications

Acknowledging changes in educational theory, research, and practice that inevitably determine the emphases in preservice teacher education programs, these updated guidelines give teacher preparation policymakers, state and local education leaders, and the public an overview of the knowledge, skills, and attitudes a teacher education graduate needs to begin a career in the classroom. Following an introductory chapter that relates the 1986 guidelines to current aims of language arts instruction, the document is divided into two sections. The first part identifies and defines the knowledge, pedagogical abilities, and attitudes that teachers of English language arts must acquire and develop through their preservice programs knowledge required includes language development; composing and analyzing language; reading and literature; nonprint media; instructional media; evaluation; and research. Pedagogical skills include instructional planning, strategies, and assessment; instruction in oral and written language, reading, literature, and nonprint media, and in language for learning; and instructional uses of emerging technologies; attitudes include concern for students; adaptability; and professional perspective. The second section discusses the kind of campus-based and field-based learning experiences prospective teachers should have during their preservice education and outlines the nature of a preparatory program that incorporates the contents of the first part in the educational experiences of prospective English language arts teachers. (HOD)

ED 267 448 CS 209 642

Parris, P. B.
Pre-Writing and Business Communications.

PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication (Thought Transfer); Communication Skills; Creativity; Higher Education; *Prewriting; *Technical Writing; *Writing Instruction; *Writing Processes; Writing Skills

Pointing out the relationship between the writing process and business communications should help business students understand the necessity of communicating clearly and efficiently. Students should first learn that adequate preparation before using non-print communications devices--such as telephones--is as necessary as prewriting is before writing. Students should then learn (1) how the writing process works; (2) about the creative process model of psychologist Graham Wallas, which includes the steps of preparation, incubation, illumination, and verification; and (3) how the creative process fits into the writing process. Lists and no-fault writing may be used to gather necessary data for the following questions: What is happening? Who is involved? When? Where? What? and Why? Business writers need to prepare themselves in order to make effective use of communications technologies and to take full advantage of the power of language to make things happen and to get work done. (EL)

ED 267 463 CS 505 228

Nadler, Lawrence B.

Instructor Evaluations in Basic Speech Courses: The Traditional Research Paradigm as a Framework for Analysis.

PUB DATE- 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Course Evaluation; Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Higher Education; Performance Factors; *Speech Communication; *Teacher Effectiveness; *Teacher Evaluation; Test Reliability; Test Validity

Noting that instructor and course evaluations represent important, ongoing concerns to students, faculty, and administrators in speech communication, this paper uses the experimental approach to consider the purposes of evaluations, explores major evaluation issues, reviews the literature concerning specific variables possibly related to these ratings, identifies some problem areas, and suggests solutions for the problems. Following an introduction, the paper explores the purposes and methods of evaluation, methodological issues concerning teacher effectiveness assessment, and artifacts in the teaching effectiveness assessment process--a research review, student attributes, situational factors, course characteristics, instructor attributes, and suggestions. The paper concludes with a five-page bibliography. (HOD)

ED 267 492 EA 018 202

Coventry, Garry; And Others
Part-Tme Work and Youth in Transition. Research Report.
Victorian Inst. of Secondary Education, Melbourne (Australia). Research Section.
SPONS. AGENCY- Australian Commonwealth Dept. of Education and Youth Affairs, Canberra.
REPORT NO.- ISBN-0-908253-51-6
PUB DATE- Jul 84
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Education Work Relationship; Foreign Countries; Interviews; Longitudinal Studies; Participation; *Part Time Employment; Secondary Education; Secondary School Students; Socioeconomic Status; Student Characteristics; *Youth Employment
IDENTIFIERS- Australia (Victoria)

A longitudinal study of 2,378 Australian teenagers from their ninth year in school in 1980 until 1983 provided data on the significance of part-time employment in young people's transition from school to the world of work. Those studied were attending 26 different secondary schools in Australia's Victoria State in 1980 when data were first collected. Many had left school by 1981 and 1983 when subsequent data collections were made. Interviews were conducted in 1983 with 30 of those surveyed and with 48 other secondary students as well. The study considered part-time youth employment in the light of the potentially interrelated influences of family, school, and work, other economic and social forces, and the social and personal development of young people as well. The purpose was to generate information that could assist in youth policy development. Six basic areas were investigated: the nature of part-time work undertaken by youths; the characteristics of young part-time workers; the reasons young people work; and the impact of part-time work on career development, social and personal development, and school-to-work transition. The report discusses the study methodology, the study results, and implications of the findings. (PGD)

ED 267 506 EA 018 306

Scheduled Salaries for Professional Personnel in Public Schools, 1985-86. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 86
NOTE- 123p.; For parts 2 and 3, see EA 018 307-308.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21716; $32.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure per Student; Geographic Regions; National Surveys; *Professional Personnel; Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Tables (Data)

This report lists contract salaries of superintendents and the minimum and maximum salaries scheduled in 1985-86 by 1,104 responding school systems for 21 other selected professional positions surveyed. The length of the school year is also noted. Eighteen summary tables show percentile distributions, means, and ranges of minimum and maximum salaries scheduled; three of these tables compare 1985-86 data with those collected in previous surveys and relate scheduled salary levels of various professional positions to those for classroom teachers. Tables report summary data on the length of the work year and the scheduled daily rate of pay for selected positions. The number of school systems employing personnel in each position category is shown; the number and percent of employees along with salary schedules are also given according to category. Summary data are presented according to the enrollment size of the school system, the per pupil expenditure for current operations, and the geographic region in which the school system is located. The tables reflect a summarization of the data reported by the school systems in the sample; no attempt has been made to obtain estimates of national statistics for personnel categories listed. (GJ)

Education--Society; Curricular Theory.

National Swedish Board of Education, Stockholm.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; *Decentralization; Diffusion (Communication); Elementary Secondary Education; *Foreign Countries; Governance; Meta Analysis; Program Implementation; *Research Design; Research Methodology; *Research Projects; Research Utilization; *School Based Management; *School Community Relationship
IDENTIFIERS- *Sweden

This ongoing project, conducted in four municipalities in Sweden, is investigating the ways in which schools and teaching are affected by various local communities and the ways in which central directives are transformed into a local educational reality. A diverse range of data have been collected, including demographic data from the municipalities, data on education authorities and school boards, intensive studies of work in individual schools, data on student achievement, and data on opinions of school personnel and students. These variegated data are derived from specific case studies which are simultaneously being treated thematically, so that analyses are proceeding on the basis of interaction between general data analyses and specific analyses of specific phenomena and processes. The idea is to build a "network" of analyses which, at the final stage, can be summarized and given an intelligible framework for assessing stability and change in compulsory schools. A brief summary illustration is provided of one facet of this inquiry that addresses the issue of political control. References are included. (TE)

ED 267 433 CS 209 620

Derricotte, Toi; Bass, Madeline Tiger
Creative Writing: A Manual for Teachers.
New Jersey State Council on the Arts, Trenton.
PUB DATE- Nov 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Creative Activities; *Creative Writing; Elementary Secondary Education; Language Usage; *Learning Activities; Literary Devices; *Poetry; *Teaching Methods; *Writing Instruction; Writing Skills

Intended as a resource for teachers, this booklet contains suggestions and exercises to use in teaching creative writing. The booklet begins with a message to teachers about the writers-in-the-school program and tips on the teaching of creative writing. Following that are detailed exercises in four categories: memory, imagery, metaphor, and music. The next section presents 20 "easy recipes" or instructional suggestions. The booklet concludes with answers to questions teachers often ask and a brief list of resources. (EL)

ED 267 478 EA 018 179

Popkewitz, Thomas S.
Curriculum Studies, Knowledge and Interest: Problems and Paradoxes.
PUB DATE- 7 May 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Educational Environment; Elementary Secondary Education; *Hidden Curriculum; Higher Education; Organizational Theories; *Social Influences; Sociocultural Patterns; *Teacher Education; Values

Efforts to reform teacher education should include careful reconsideration of what teachers learn about curriculum design and instructional methodology. The selection and organization of school knowledge have significant social, political, and ethical implications that are ignored by traditional, rationalistic assumptions about educational objectivity. As different cultures shape the way their members ask questions, establish priorities, and differentiate among the elements and experiences in their lives, so the methods used to teach children shape the ways in which they assimilate, organize, and evaluate information. Schools serve different social functions and, despite the sharing of a common technical language, can incorporate widely varying values, attitudes, and concerns into tests that ostensibly reflect academic achievement. The history and culture of schooling can have a greater impact on what is taught as science, social studies, art, or literature than the practices of these disciplines themselves. Professionalization endows teaching with an authority that makes curricular traditions and institutional values even harder to modify. Social forces tend to change school curricula under the guise of neutral, abstract educational improvements. The ramifications of these observations suggest that studying the social construction and production of knowledge should be a major focus of curriculum studies. (PGD)

ED 267 553 EC 182 073

Participation of Disabled People in JTPA.

President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- Nov 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Eligibility; *Employment Programs; Federal Programs; State Surveys; Statistical Data
IDENTIFIERS- Job Training Partnership Act 1982

These two press releases contain a memorandum from the President's Committee on Employment of the Handicapped which presents information on the participation of individuals with disabilities in the Job Training Partnership Act (JTPA). Data reports percentages of disabled adults and youth served by each state during JTPA's first full program year. Figures show a significant increase for disabled youth completing training (from 7.5% to 9.7%) and a wide range of participation rates for disabled youth and adults from one state to the next. The variance is thought to be due to several factors, including uneven implementation of eligibility and the responsiveness of JTPA to local governance or influence. (CL)

ED 267 570 EC 182 091

Almeida, M. Connie

Interpersonal Problem-Solving Skills of Hyperactive Children.

PUB DATE- Apr 85
NOTE- 38p.; Paper presented at the Conference of the Society for Research in Child Development (Toronto, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Aggression; Attention Control; *Behavior Patterns; *Cognitive Development; Elementary Education; *Hyperactivity; Interpersonal Competence; *Problem Solving; Self Concept

The relationship between interpersonal cognitive problem-solving (ICPS) skills and the behavioral adjustment of 30 hyperactive boys (from 5.5 to 12.5 years of age) was examined. Each S was individually administered two problem solving measures to assess alternative thinking and means-end thinking. The childrens' self-concept was also assessed and teachers' ratings of behavior were obtained. These ratings provided an index of adjustment and allowed delineation of subgroups based on degree of problematic behavior. The results indicated that teachers' behavior symptom ratings of hyperactivity and aggressiveness were significantly correlated, whereas attention and hyperactivity were not. The number of means generated by the subjects was significantly correlated with teachers' ratings; however, this relationship was mediated by age. In fact, age was the only significant predictor of teachers' behavior ratings. These findings did not support the premise that the ICPS skills are mediators of the behavioral adjustment of the hyperactive children. Continued replication and refinement of ICPS theory and its application with special populations is recommended. (Author/CL)

ED 267 171 CE 042 797

Mugerauer, Cynthia
Technical Assistance Guide to Developing Employment Competencies at the Local Level.

Texas State Dept. of Community Affairs, Austin.
PUB DATE- Dec 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Basic Skills; Competence; *Competency Based Education; *Employment Programs; Guides; *Job Skills; Job Training; *Program Development; Secondary Education; Technical Assistance; Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This guide is designed to assist Texas Job Training Partnership Act program staff and Private Industry Council (PIC) members in developing quality local youth competency systems that reach beyond the state-established minimum criteria. Section I discusses background, purposes, and limitations of the document and cites additional sources of information. Section II reviews state policy regarding youth employment competencies. Section III offers basic definitions of competency terminology and gives an example of a competency statement. Section IV offers several factors a PIC and program staff need to consider in deciding whether to establish a competency system, the implications of doing so, and ways to manage the competency-based program in the overall service delivery area (SDA) employment and training effort. Section V is a step-by-step "how to" guide for SDAs to establish a competency system. It includes an explanation, example, and instructional notes on each of the nine categories designated by the state. It also covers PIC/employer involvement and support in developing competency-based programming, obtaining staff support, and marketing the program. Section VI describes and provides ordering information for several prepackaged competency models that potentially meet state requirements. (YLB)

ED 267 185 CE 043 698

Microcomputer Resource Guide for Vocational Administrators.
Georgia State Univ., Atlanta. Center for Vocational Leadership.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- Aug 85
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; *Courseware; *Educational Administration; Faculty Development; *Instructional Material Evaluation; *Media Selection; *Microcomputers; *Vocational Education

This guide is intended to assist vocational supervisors in expanding their knowledge of microcomputers and to provide resources to assist them in working with their faculty. Section I presents competencies deemed necessary for an administrator to use the computer as a tool in the conduct of his/her job. Section II focuses on planning for computers. It includes a planning checklist, suggested topics for inservice programs, an outline for installation of a computer laboratory, a description of the Macon Computer Center, information on educational and computer periodicals, training worksheets, and information about learning resource center development. Section III focuses on selecting hardware and includes results of the "PC World" poll of popular hardware. Section IV discusses computer maintenance and operation. It covers the operating environment, computer installations, initial operation, maintenance of system components, dealing with operating problems, and maintenance contracts. Section V addresses software evaluation. Differences in evaluating administrative and instructional software are considered, and software evaluation forms are provided. Information is presented on copyright laws and tips on buying software. Listings are provided of software in use in Georgia, winning products of the "PC World" world-class contest, vocational software publishers, and typical software for program areas. A glossary is appended. (YLB)

ED 267 199 CE 043 718

Consumer and Homemaking Food and Nutrition: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 15p.; For related documents, see CE 043 708-742.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Competency Based Education; *Consumer Education; Course Content; Evaluation Criteria; Food; *Foods Instruction; *Home Economics; Home Economics Skills; Homemaking Skills; Nutrition; *Nutrition Instruction; Safety; Sanitation; Secondary Education; Student Evaluation; Student Organizations
IDENTIFIERS- Future Homemakers of America

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of the food and nutrition component of a course in consumer education and homemaking for grades 10 to 12. The guide consists of a course description; general course objectives; a course content outline; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Addressed in the course content outline are the following topics: career opportunities in food and nutrition, the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), nutrition, social and psychological aspects of food, sanitation and safety, management and consumer decisions, and procedures for preparing and serving food. (MN)

ED 267 214 CE 043 733

Diesel Mechanics: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.

PUB DATE- 84
NOTE- 20p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Auto Mechanics; Behavioral Objectives; *Course Content; Course Descriptions; Course Organization; *Diesel Engines; Educational Needs; Educational Objectives; Educational Resources; Entry Workers; Job Skills; Job Training; Machine Tools; Mechanics (Process); Motor Vehicles; Secondary Education; Skill Development; Small Engine Mechanics; Vocational Education; Welding

This scope and sequence guide, developed for a diesel mechanics vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, and audiovisual aids. This three-year course of study begins with a presentation of the rules of safety and progresses to the use of tools and equipment in the diagnosis, service, and repair of diesel-powered equipment. The course covers diesel engines, transmissions, power trains, and accessory equipment. A unit of welding and machine shop is included. (KC)

ED 267 231 CE 043 757

Budke, Wesley E.; Harsch, Wallis J.
Summary of State-Administered Program Improvement Projects in FY 1985.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 41p.; For an earlier report, see ED 254 639.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Abstracts; *Curriculum Development; *Demonstration Programs; Educational Research; Financial Support; Information Dissemination; Postsecondary Education; Program Effectiveness; Program Improvement; *Research and Development; Research Utilization; Resource Allocation; Secondary Education; Tables (Data); Trend Analysis

A study examined state-administered vocational education program improvement projects funded in fiscal year (FY) 1985 under subpart 3, sections 131 (research), 132 (exemplary and innovative), and 133 (curriculum development) of the Education Amendments of 1976 (P.L. 94-482). It was determined that more funds are being obligated for supportive services than for program improvement and that the percentage of funds allocated for research, exemplary and innovative, and curriculum development projects has continued to decrease. Collectively, the States are obligating more than 51 percent of their program improvement funding to curriculum development. The amount obligated for each project varied considerably, with the actual range extending from $1,491 to $875,262. In FY 1985 State program improvement projects were being conducted by educational agencies and institutions at every level. Teachers and coordinators were the primary users of 58 percent of the products and services yielded by the projects. State program improvement projects have focused on every educational level, with the greatest number addressing improvement of instruction. (Appendixes to this report include a list of FY 1985 state-administered program improvement projects for legislative section 135, a Resources in Vocational Education database project profile, a list of FY 1985 state-administered program improvement projects by State and legislative section and a short list of related documents.) (MN)

ED 267 246 CE 043 806

Sewall, Timothy J.; Santaga, Marsha

A Reference Guide to Program Evaluation in Adult Education.

Wisconsin Univ., Green Bay. Assessment Center.

PUB DATE- Mar 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Books; Citations (References); *Evaluation Methods; Guidelines; Higher Education; Models; Periodicals; Program Effectiveness; *Program Evaluation;

Publications; Scholarly Journals

This paper provides a review of a wide range of books, guides, journal articles, and other professional literature associated with program evaluation in adult and higher education. It focuses on some of the basic questions associated with program evaluation. (For example, what purpose does program evaluation serve? What are the major program evaluation models used? In what ways, if any, is program evaluation in adult education different from the evaluation of other types of programs?) In general, the journal articles selected were those abstracted in the Current Index to Journals in Education between 1981 and 1985. Books were selected to represent fairly what is currently available in the field; most have been published in the last 10 years. The guides and workbooks selected for review include a wide selection of how-to evaluation manuals, ranging from fairly simple to complex. The paper has been divided into four major sections. The first section provides an overview of the major purposes for doing a program evaluation in adult education. Section II includes a brief description of four selected evaluation models that appear to be particularly applicable to adult education programs. The third section provides a critique of five commercially published "how-to-do-an-evaluation" packages and guides that can be applied to postsecondary adult education. The final section consists of an analytical summary in tabular form of books and guides pertaining to program evaluation and an annotated bibliography of selected journal articles and books that covers the professional literature for the past five years. (KC)

Brown, A. O., III; Fulkerson, Dan, Ed.
Microcomputer Peripheral Service Technician. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 85
NOTE- 450p.; For related documents, see CE 043 985-986. Use of colored paper may affect reproducibility.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. 601101--$30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Science; Computer Science Education; Electronics; Equipment Maintenance; Hand Tools; *Job Skills; *Microcomputers; Paraprofessional Personnel; Postsecondary Education; Problem Solving; *Repair; Service Workers; Technical Education; Technical Occupations; Visual Aids
IDENTIFIERS- *Computer Printers; *Floppy Disk Drives

This manual is the third of a three-text microcomputer service and repair series. This text is designed to assist instructors in teaching service and repair procedures for floppy disk drives, printers, and monitors. The manual contains five units. Each instructional unit includes some or all of these basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. Units are planned for more than one lesson or class period of instruction. Topics covered in the units are introduction to peripheral repair, and servicing and repairing dot-matrix printers and letter-quality printers, computer monitors, and floppy disk drives. (KC)

ED 267 301 CE 044 037

Walters, Norma J.

The Societal Influences That Have Brought about Changes in Vocational Education Practice As Well As Legislation through 1983.

Auburn Univ., Ala. Center for Vocational and Adult Education.

PUB DATE- 86
NOTE- 29p.; For related documents, see CE 044 033-038.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Vocational Education; *Educational Change; *Educational Development; *Educational Legislation; *Federal Legislation; Futures (of Society); Postsecondary Education; Secondary Education; *Social Influences; *Vocational Education

This monograph discusses the evolution of vocational instruction and how society plays a role in the training from early tribal customs in training to the apprenticeships and then to structuralized instruction in the trade schools, colleges, and universities due to legislation passed as late as 1983. Forces that influenced changes in vocational education and legislation are addressed individually. These include the change from an agrarian society in America into an industrial society, World War I, labor shortage, the economic depression of 1930, a broadening of the interpretation of the population for vocational education, World War II, war production plans, development of postwar activities, racial and language barriers of minority groups in inner cities, a demand for advanced skills and unemployment of unskilled workers, special needs in vocational education, improvement in working conditions, labor organizations, national education associations, other national agencies, state advisory councils, boards of education, teachers, students, parents and voters, community leaders, the state governments and vocational education, impact of Federal legislation, and student organizations. Challenges of the future for vocational education are then explored, including a total restructuring of the nation's social economic systems, the demand for accountability, and excellence in education. (YLB)

ED 267 329 CG 018 909

Frost, Dean E.
An Experimental Test of the LEADER MATCH Training Program.

PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fire Fighters; Leadership Styles; *Leadership Training; *Program Effectiveness; *Program Validation; Validated Programs

Fiedler's Contingency Model of Leadership Effectiveness, which asserts that leadership effectiveness is a function of leadership style and situational context, is the basis for a leadership training program called Leader Match. This study attempts to replicate previous research which has demonstrated improved performance attributable to the Leader Match program. Study participants (N=124) were male fire department officers. Thirty officers who could not attend a Leader Match training session were the control group. Others attended one of six sessions. Three of the training sessions included Leader Match; three used alternative training techniques. Subjects completed a Least Preferred Co-Worker Scale and their superiors were interviewed about their behavior. This study showed improved, but not significantly improved, performance for Leader Match trainees. The lack of replication of previous validating studies could be due to the rigorous evaluative methods used on this research, the 10-month time period between evaluations, the type of leaders examined, or poor training. (ABL)

ED 267 359 CG 018 940

Hutchison, Theresa D.; Scherman, Avraham
Death and Dying Training for Crisis Intervention.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Crisis Intervention; *Death; *Experiential Learning; Family Problems; *Grief; Helping Relationship; *Volunteer Training
IDENTIFIERS- *Bereavement

This document presents a program for training volunteers to assist individuals and families who are going through a crisis related to terminal illness and death. The training is described as being both didactic and experiential. A discussion of the didactic portion of the program includes descriptions of: (1) the stages of preparatory grief as outlined by Elisabeth Kubler-Ross and a discussion of the stages as they relate to both the dying person and the family; (2) the phase of grief after a loss as explained by Colin Murray Parkes; (3) the tasks of mourning developed by William Worden; and (4) the specific needs of the dying and the bereaved. The experiential portion of the training is presented as including role-play and exercises designed to explore the participants' own experiences with and attitudes toward death and dying. It is noted that the exercises, which are done in small groups and dyads, enable the participants to work through unresolved grief and to use their newly acquired listening and helping skills with other participants. Descriptions of the exercises are included in the appendix. It is suggested that this program could be used effectively in training counselors, nurses, physicians, social workers, ministers, funeral directors, police officers, and others who work with the bereaved. (Author/NRB)

ED 267 373 CS 008 280

Kirsch, Irwin; Guthrie, John
Conceptual Foundations for Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #1.
International Reading Association, Newark, Del.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Mar 82
NOTE- 33p.; Some pages of appendix are marginally legible.
CONTRACT- MDA-90381C-0446
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Adults; Functional Reading; Methods Research; *Motivation; Reading Ability; Reading Comprehension; *Reading Materials; Reading Processes; *Reading Research; *Reading Skills; *Reading Strategies; *Use Studies
IDENTIFIERS- Job Literacy; *Job Related Reading

In response to the assertion that reading is a fixed set of processes that can be identified and studied independently of context, a study was initiated based on the following assumptions: that different types of reading (prose comprehension and text search) can be identified and measured, that reading competencies are highly associated with uses for reading, and that reading proficiency can be predicted by the frequency of the use of each type. The objectives of this study, which is in process, are to demonstrate a new methodology for assessing reading skills, to develop a survey instrument to relate materials read to the uses to which they are put, and to construct a reading competencies assessment instrument. The sample population, 25 employees of Hewlett-Packard, have been observed at work. Sample tasks are currently being compiled. Findings thus far include the following: (1) independent sets of reading competencies are developed in relation to particular uses; (2) time spent engaged in reading for a particular use is more important in predicting performance than any other background or performance variable; (3) reading for a particular use does not substitute for other types of reading; and (4) different types of materials require different reading skills. Further research is necessary to replicate these findings. (Appendixes contain the text search processing model, a chart depicting the activities time line, an outline of the briefing for Hewlett-Packard, and a copy of the initial sampling plan.) (LLZ)

ED 267 388 CS 008 368

Palmer, William S.
Good Readers/Poor Writers: Some Implications for Classroom Practices.
PUB DATE- Mar 86
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (5th, Phoenix, AZ, March 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Learning Strategies; *Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills

In developing teaching strategies for students who are poor writers but good readers, it is useful to explore the characteristics of good readers and of poor writers, and to consider implications for improving classroom practices. Good readers tend to put into practice four major cognitive strategies when they read: they plan, translate or interpret, reread, and reflect upon and/or evaluate what they read. On the other hand, poor writers make limited use of planning time, limit the reading of texts during their creation, limit reading for revision after text production, and devote little time to reflection or evaluation of the text after production. A basic question to ask is how the positive cognitive strategies that good readers use during reading can be best taught to improve writing performance. Teachers should use current information concerning students' cognitive capacities at different stages and provide related written language experiences; teach the composing process with strategies that make sense to good readers/poor writers (such as beginning with unevaluated writing assignments, presenting sound prewriting activities, and preparing cumulative and sequential writing assignments); have students read their drafts and revisions before peer groups; and encourage students to reflect upon and evaluate their writing. (EL)

ED 267 449 CS 209 643

Strickland, James
Computers, Invention, and the Power to Change Student Writing.
PUB DATE- 13 Mar 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; Courseware; *Heuristics; *Rhetorical Invention; Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Research

A study examined the quantity and quality of ideas produced in freshman composition students' writing to determine whether computer assisted instruction (CAI) stimulates invention as well as or better than current invention instruction in traditional classrooms. Two CAI programs were used: QUEST, the systematic program that examines an item/event by asking questions, and FREE, an unsystematic program that involves writing about a subject for a short period and then reading the free-writing to find a central focus. The traditional heuristics were the same as those used for the CAI programs and were presented as handouts with the appropriate directions. The final data for each of the 72 subjects included two essays and a heuristic exercise for each of the essays. Findings showed no significant main effects in holistic quality for the type of heuristic used prior to the writing or for the mode of instruction. The results also showed no significant main effects in quantity of ideas for the type of heuristic used prior to the writing or for mode of instruction. However, there was a significant main effect for the type of heuristic used prior to the writing. Writers using the unsystematic heuristic--free writing followed by synthesis--used a greater percentage of the ideas produced by that heuristic. (HOD)

ED 267 464 CS 505 229

McIntyre, Margie
Ace: Action-Communication-Expression. IMPACT II: Houston's Teacher-to-Teacher Network.
Houston Independent School District, Tex.
PUB DATE- 82
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985). Funding for IMPACT II provided by a grant from Exxon Education Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Course Content; Creative Activities; Creative Expression; *Film Production; High Schools; Mass Media; *Photography; *Scripts; Self Expression; *Speech Communication; Speech Curriculum; Student Projects; Teaching Methods

The Action-Communication-Expression program, an extension of a speech communication class in a Houston (Texas) high school, involves visual and concrete communication, such as photography, script writing, and filmmaking. Students in two speech classes work in small groups of four or five, independently of the teacher, after receiving initial information and instructions. Students devise a theme for a photographic essay and then take required camera shots around the school grounds, eventually presenting their photo-essays to the class. They also study television, print media, and advertising, for which they create their own advertising layouts and film commercials. Cameras for the photographic project belong to the students, while film and flash cubes are supplied by a speech fund. The film cameras belong to the speech department, and outside resources include local television studios, newspapers, and libraries. This program provides students with new avenues of creative self-expression. (An outline of the course is included.) (HOD)

ED 267 537 EC 182 057

Peary, Marjorie E.
A Curriculum Guide for Students Labeled Behaviorally Disordered.
PUB DATE- Nov 85
NOTE- 300p.; Guide prepared for the LaSalle County Educational Alliance for Special Education.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Basic Skills; *Behavior Disorders; *Behavior Modification; Class Activities; Definitions; Elementary Secondary Education; *Individualized Education Programs; *Prevocational Education; Reinforcement; Student Educational Objectives; *Teaching Methods; Therapy

The guide discusses practical issues related to the instruction of children with behavior disorders. An initial section examines the variety of definitions for the population. Section 2, on behavior management, reviews general strategies as well as the specific approach of behavior modification. Information is presented on possible reinforcers and token reinforcement. Three selected instructional strategies--F. Hewitt's engineered classroom, W. Morse's crisis intervention, and behavior therapy are described in the next section. Section 4 features individualized education program development with attention to writing longterm goals and short term objectives as well as developing specific goals and objectives for behaviorally disordered students. Student discipline is the focus of section 5 which addresses suspension/expulsion and student rights. The guide concludes with a listing of materials, possible topics and classroom activities, and specific goals and objectives in the prevocational skills area (basic literacy skills in reading, writing, math, consumer economics, and career awareness). (CL)

ED 267 260 CE 043 838

Cline, Ann Willett; Snyder, Douglas

The Computer as an Instructional Tool in Special Vocational Programs (VIP-Liaison).

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.

PUB DATE- 28 Jun 85

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Annotated Bibliographies; *Computer Software; Courseware; *Disabilities; *Instructional Material Evaluation; Literature Reviews; Microcomputers; Resource Materials; Secondary Education; *Special Education; *Vocational Education

IDENTIFIERS- Kentucky; Software Evaluation

This software resource directory is designed for use by teachers in the Vocational Improvement Programs (VIP)/Liaison in Kentucky who work with secondary special needs learners enrolled in a vocational education program. Section A contains a literature review of available information as it relates to microcomputers, education, and special needs learners. A list of reference books provides annotations that highlight the key concepts. Periodicals on microcomputers and special needs are cited. Section B is a software evaluation form. Section C consists of two lists: list I, "Software Suggestions," is a sample of available programs that represent vocational and academic courseware and teacher utilities; list II, "Additional Software," identifies programs recommended by external sources that are appropriate for special education and/or vocational education. Section D lists producers/distributors of software in alphabetical order. This information is provided: mailing address, telephone number, type of hardware supported, distribution policy, and a short annotation of types of software produced or distributed. Section E provides a quick reference chart for information about the types of software available from the companies listed in section D. (Throughout, resources available at the Center for Career and Vocational Teacher Education, Western

Kentucky University, are so indicated.) (YLB)

ED 267 315 CG 018 895

Rangel, Deborah Marie; Boxley, Russell
Trainee Impairment in APA Approved Internship and Graduate Programs.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; *Counselor Training; Due Process; *Emotional Problems; *Graduate Students; Higher Education; *Internship Programs; Psychological Evaluation; *Student Problems; Student School Relationship
IDENTIFIERS- American Psychological Association

All programs that are involved in training professionals have some experience with impaired trainees. A study was conducted to examine how different American Psychological Association (APA) approved pre-doctoral internship and graduate programs in psychology handle trainee difficulty and impairment. A 62-item questionnaire was completed by approximately 26% of the directors of training of internship and graduate programs in clinical, counseling, school, and scientific-professional psychology accredited by the APA. The results indicated that letters of reference were the most important consideration in admissions selection. The majority of programs (80%) assessed psychological suitability of applicants, although 96.52 percent of these programs did not use validated tests. The majority of programs reported the right of due process for trainees who were dropped; however, adequate due process procedures were in place for less than half of the reporting internship programs. Most of the programs reported having had impaired trainees within the past 5 years who had experienced emotional problems, academic deficiency, personality disorders, or social problems. Emotional therapy, termination, lighter work load, leave of absence, medical therapy, and transfer to another field were all used in resolution of the problems. Prevention strategies included supervision of clinical experience by faculty, assigning a faculty advisor for each student, and rating of faculty by students. The majority of APA internship programs had a non-proactive model. Complaints were made that letters of reference did not accurately describe strengths and weaknesses of applicants, possibly because of fear of legal defamation. Efforts to prevent impairment and to support impaired trainees are needed. (ABL)

Porterfield, Patricia Lamb
Re-Entry Women: Annotated Bibliography.
PUB DATE- Dec 85
NOTE- 23p.; Requirement for the Specialist in College Student Personnel Degree, Arkansas State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Planning; College Administration; College Curriculum; *College Students; Counseling Services; *Females; Higher Education; *Nontraditional Students; *Reentry Students; Student Financial Aid; *Student Needs; *Student Personnel Services

This is an annotated bibliography on topics related to reentry women. Topic categories include general and administrative issues, programs and services, needs assessment and evaluation, counseling and personal development, career planning and job placement, curriculum and instruction, admissions and recruiting, and financial aid. Annotations cite relevant journals, specific journal articles, and ERIC documents from 1975-1985. Some annotations describe how to procure the document. (ABL)

Mr. Togs the Tailor: A Context for Writing.
Scottish Curriculum Development Service, Edinburgh.

REPORT NO.- ISBN-0-947942-20-3
PUB DATE- Dec 82
NOTE- 34p.
AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College of Education, Holyrood Rd., Edinburgh, EH8 8AQ, Scotland (1 pound 15 pence).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Grade 2; *Learning Activities; Primary Education; *Student Motivation; Student Writing Models; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills

The first of a planned series of papers, this document describes in detail a context for writing created by a teacher and her second grade class. Section one includes the teacher's diary of plans for using an imaginary doll, "Mr. Togs the Tailor" as a context for learning during most of a term and selected children's writing on such topics as Mr. Togs's birthday, Mr. Togs's illness, and Mr. Togs retires to the country. Section two, "Mr. Togs: the Background," describes the school in which this project took place, the teaching area, the classroom teacher and her form of organization, and the planning for basic skills teaching and for the Mr. Togs project. In presenting Mr. Togs as an example of a successful project rather than a model to be mimicked, section three discusses some key points concerning the need for context in learning and in remembering; inhabiting the context; the quantity, quality, and range of writing; curricular integration; the role of drama; the physical reality of Mr. Togs and his shop; the role of the parents; and the importance of discussion. The appendixes include samples of students' writing generated by the project. (EL)

ED 267 434 CS 209 621

Carter, Marilyn; And Others

The Writing Skills Workbook--In Preparation for the GED Test. Test I: The Writing Skills Test. Revised Edition.

Montgomery County Public Schools, Rockville, Md. Dept. of Adult Education.

PUB DATE- 85
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grammar; High School Equivalency Programs; Minimum Competencies; Minimum Competency Testing; Punctuation; Sentence Structure; Spelling; Testing; *Test Items; Test Wiseness; Worksheets; *Writing (Composition); *Writing Evaluation; Writing Exercises; *Writing Skills
IDENTIFIERS- *General Educational Development Tests

Intended for students preparing for the General Educational Development (GED) test, this workbook enables them to complete lessons in writing and spelling skills and to take the simulated writing skills tests. The first section contains worksheets on basic writing skills, such as sentence structure, capitalization, and punctuation and the use of pronouns, verbs, nouns, and modifiers. The second section contains worksheets on spelling, including common rules--such as doubling the final consonant--and a list on spelling demons. The third section deals with advanced writing skills, covering such things as parallel construction, confusing modification, and wordiness. The fourth section, on writing practice, contains writing skills guidelines, suggestions about how to do well on the essay portion of the GED writing skills test, a planning sheet, and a writing revision checklist. Each section ends with a test on the material covered. The book concludes with a bibliography and an answer key for the worksheets. (EL)

ED 267 493 EA 018 203

Coventry, Garry; And Others
Skipping School. An Examination of Truancy in Victorian Secondary Schools. Research Report.
Victorian Inst. of Secondary Education, Melbourne (Australia). Research Section.
SPONS. AGENCY- Criminology Research Council, Canberra (Australia).
REPORT NO.- ISBN-0-908253-50-8
PUB DATE- Aug 84
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency; Educational Environment; Family School Relationship; *Foreign Countries; Longitudinal Studies; Models; Secondary Education; *Secondary School Students; Student Characteristics; Student School Relationship; *Truancy
IDENTIFIERS- *Australia (Victoria)

A longitudinal study of 2,378 secondary school students from 26 schools in Australia's Victoria State provided data clarifying the nature, extent, causes, and consequences of truancy. School records, a survey of the principals of 501 secondary schools, and records of the criminal justice system provided additional data. The longitudinal study involved collection of data in 1980, when the students surveyed were in their ninth school year, and followup surveys conducted in 1981 and 1983. The research on truancy examined (1) the incidence, distribution, and patterns of truant behavior; (2) school and student variables accounting for truancy patterns; (3) relationships between truant characteristics and school responses to truancy; (4) the links between truancy and delinquency; and (5) relationships between respondents' truant behavior and their experiences after compulsory schooling. This report's seven chapters cover (1) an introduction to truancy and the study; (2) the study methodology; (3) a theoretical model of truancy based on a review of the literature; (4) an examination of the scope of Victoria's truancy problem; (5) the patterns of behavior relating truancy, delinquency, and employment; (6) results of testing the truancy model; and (7) current Victorian school truancy policies and possible new directions. (PGD)

ED 267 507 EA 018 307

Salaries Paid Professional Personnel in Public Schools, 1985-86. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 86

NOTE- 141p.; For parts 1-3, see EA 018 306-308.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21718; $32.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Clerical Workers; Dining Facilities; Elementary Secondary Education; Enrollment; Expenditure per Student; Geographic Regions; National Surveys; *Paraprofessional School Personnel; Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Tables (Data); *Wages

This report provides data on hourly wage rates and annual salaries paid in 1985-86 by responding school systems to personnel employed in 10 selected support positions. Data show lowest, highest, and average hourly wage ranges being paid to teacher aides, building custodians, cafeteria workers, and school bus drivers. Also shown are the annual salaries for support personnel such as secretaries/stenographers, accounting and payroll clerks, clerk-typists, and library clerks. Twenty-three summary tables show salary distributions, means, medians, and ranges of average, lowest, and highest salaries paid to selected personnel by the reporting school systems; three of these tables compare 1985-86 data with those reported for 1984-85. One table shows the number of responding school systems employing personnel in each position category and the total number of personnel reported. Summary data are presented according to the enrollment size of the school system and the geographic region in which the school system is located. The tables are a summarization of the data reported by the school systems in the sample; no attempt has been made to obtain estimates of national statistics for the categories of personnel listed. (GJ)

ED 267 521 EC 182 030

Widening Horizons: Using Community Resources in the Education of Gifted Students.
New York State Education Dept., Albany. Gifted Education.
REPORT NO.- NYSED-85-6505
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Resources; Elementary Secondary Education; *Enrichment Activities; Field Experience Programs; *Gifted; Mentors; Program Descriptions; *Program Development; *School Community Relationship; Talent

The manual is designed to encourage school districts to use community resources to expand educational opportunities for gifted students. Suggestions for planning such community enrichment programs address locating and screening resources, developing community relationships, and integrating resources into the instructional program. Examples of ways in which several districts use community resources are presented, including a mentor program, a program featuring student convocations, a program featuring internships and mentorships at a local observatory, a three-district co-operative program providing enrichment to elementary gifted students, a program using the resources of the New York State Museum, and programs using college resources. Appendixes include a guide to developing and using learning contracts, two resource lists, an outline of mentor program roles, and a survey for locating community resources. (CL)

ED 267 274　　　　　　　　　　　　　CE 043 919

Jenkins, Janet

Course Development. A Manual for Editors of Distance-Teaching Materials.

Commonwealth Secretariat, London (England).; International Extension Coll., Cambridge (England).

REPORT NO.- ISBN-0-85092-273-9; ISBN-0-903632-36-5
PUB DATE- 85
NOTE- 201p.
AVAILABLE FROM- Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX (10 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Behavioral Objectives; Coordination; Curriculum Development; *Distance Education; *Editing; *Instructional Materials; Learning Activities; *Material Development; Postsecondary Education; Production Techniques; Technical Writing; *Textbook Publication

This manual is intended to train distance education staff in how to develop and edit teaching materials. Addressed in the individual units of the guide are the following topics: appointing writers, preparing to write, developing a course outline, selecting the structure of a unit, presenting the subject matter, developing student activities, providing study advice, judging reading level, editing the language of the material, developing testing materials, deciding on a format, copyediting, producing and printing the materials, maintaining the currency of and revising course materials, and coordinating writing and production. Each unit contains some or all of the following: a content outline, an introduction, exercises with comments, sample forms, a summary, and an assignment. A glossary and reading list conclude the manual. (MN)

ED 267 419 CS 209 604

Rumelhart, David E.; McClelland, James L.
On Learning the Past Tenses of English Verbs.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.; Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ICS-8507
PUB DATE- Oct 85
NOTE- 48p.
CONTRACT- MH00385; N00014-82-C-0374; N00014-85-K-0450; N00014-C-0338; NR-667-548
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Children; Developmental Stages; *Language Acquisition; Language Research; *Learning Processes; *Learning Theories; *Models; Phonemes; *Tenses (Grammar); *Verbs; Word Frequency

An alternative to the standard "rule based" account of a child's acquisition of the past tense in English is presented in this paper. While the rule based assumption suggests that children typically pass through a three-phase acquisition process in which they first learn past tense by rote, then learn the past tense rule and overregularize, and then finally learn the exceptions to the rule, this paper argues that the acquisition data can be accounted for in more detail by dispensing with the assumption and substituting in its place a simple homogeneous learning procedure. The paper shows how "rule-like" behavior can emerge from the interactions among a network of units encoding the root form to past tense mapping. The paper concludes with the observation that a large computer simulation of the learning process demonstrates the operating rules of this alternative account, shows how details of the acquisition process not captured by the rule account emerge, and makes predictions about other details of the acquisition process not yet observed. A description of a binding network for converting the computer representation to a phonological representation is appended. (Author/HOD)

ED 267 479 EA 018 182

Trapnell, Gail
Evaluation, Planning & Budgeting Model. Evaluation Report.
Georgia State Univ., Atlanta.
SPONS. AGENCY- Georgia State Board for Postsecondary Vocational Education, Atlanta.
PUB DATE- Aug 85
NOTE- 156p.; For a related document, see ED 266 304.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Educational Planning; Postsecondary Education; *Program Development; Program Evaluation; State Boards of Education; Vocational Education
IDENTIFIERS- Georgia; Georgia State Board Postsecondary Vocational Ed

This report describes the process by which an integrated evaluation, planning, and budgeting system was developed and refined for use in Georgia's postsecondary vocational education system. An introductory section reviews the factors responsible for the lack of a systematic process in Georgia and outlines the objectives of the system development effort. The second section reviews the procedures followed by the system developers. Presented in chronological order, these procedures included: identifying pilot schools; presenting the project plan to the State Board for Postsecondary Vocational Education; orienting the pilot school directors; establishing definitions and standards for preliminary assessments; creating criteria, standards, and procedures to be used in assessing new and expanded programs; and critiquing the project's own progress at midpoint. Problems encountered along the way are discussed and the outcomes of the activities undertaken are identified. The third section describes the evaluation, planning, and budgeting model as it was recommended to the state board. Definitions, forms, and timelines to be used when applying the model are included. The fourth section presents recommendations to the state board concerning implementation of the system. Appendixes make up over half the document and consist primarily of forms used during the system development process. (PGD)

ED 267 554 EC 182 074

Albert, Robert S.; Runco, Mark A.

Personality and Family Variables and Exceptionally Gifted Boys' Creative Potential.

PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Creative Development; Elementary Secondary Education; *Family Influence; *Gifted; Longitudinal Studies; *Males; *Parent Child Relationship; *Personality Traits

The purpose of this longitudinal project was to determine the influence of the family upon the early development and implementation of a gifted child's talent. Researchers examined two samples of exceptionally gifted boys and their families. One sample had cognitive scores within the 99th percentile in the mathematics-science domain; the other had IQ's over 150. The study was based on the following set of postulates: (1) creativity and intelligence share a number of attributes and perform in similar ways within a person's interactions with his environment; (2) the gifted person must undergo several developmental transformations that change their early giftedness into appropriate dispositions; (3) these transformations begin within the family but become refined by formal and informal education; (4) the family directs a child's early giftedness into progressively more suitable interests; (5) giftedness has a developmental history of its own. Results demonstrated statistical support for the association between the measures of creative potential and creative performance; moreover, the high IQ sample had creativity scored more closely tied to family variables that the math-science group. Researchers concluded that different types of cognitive exceptionality relate to different patterns of family experiences as conveyed by measn of their parents' personality traits. (RB)

ED 267 200 CE 043 719

VOE Accounting: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 29p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Articulation (Education); Automation; Behavioral Objectives; *Business Education; Business Skills; Calculators; Competency Based Education; Computer Oriented Programs; *Course Content; Employment Interviews; Evaluation Criteria; Financial Services; Job Search Methods; *Office Occupations Education; Secondary Education; Simulation; Student Evaluation; Systems Approach

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2-year program in accounting. The guide consists of a course description; general course objectives; course content outlines for each of the two years of the accounting program; and lists of recommended textbooks, working papers, simulation sets, curriculum guides, and other supplementary materials. Included in the course content outline for the first-year course are specific objectives and lesson topics addressing the following skills: calculator use; accounting cycles for businesses organized as a sole proprietorship, partnership and corporation accounting cycles; automated accounting systems; payroll systems; procedures in accounting for uncollectible accounts, plant assets and depreciation, notes and interest, and end-of-fiscal-period work; and accounting control systems. The outline for the second-year course covers the following skill areas: accounting careers and the complete accounting cycle; partnership accounting; accounting clerks and junior accountants (departmentalized accounting and general accounting adjustments); and corporation, cost, and management accounting; job interviews; development of calculator skills; and use of a computer to process accounting problems. (MN)

ED 267 247 CE 043 807

Sewall, Timothy J.
The Measurement of Learning Style: A Critique of Four Assessment Tools.
Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE- Feb 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Learning; *Cognitive Style; Personality Measures; Postsecondary Education; *Response Style (Tests); Student Evaluation; *Test Format; Test Reliability; *Test Selection; *Test Use; Test Validity
IDENTIFIERS- Canfield Learning Styles Inventory; Gregorc Style Delineator; Kolb Learning Style Inventory; Myers Briggs Type Indicator

This paper addresses the issue of whether four of the learning styles instruments currently available are of sufficient psychometric quality to warrant their continued use either for research or educational purposes. Four instruments, which purport to measure learning styles, were selected for review. Criteria for selection were based in part on the frequency of references in the professional literature and discussions with several adult educators who have had considerable experience with the assessment of learning styles. The four instruments chosen were the Myers-Briggs Type Indicator, the Kolb Learning Style Inventory, Canfield's Learning Styles Inventory, and Gregorc's Style Delineator. The paper is divided into six sections. Following the first section, which introduces the study, each of the next four sections consists of a detailed critique of the four learning styles instruments selected for review. Each critique follows the same format and includes a description of (1) the practical features of the test, administration, scoring, and other considerations; (2) characteristics of the manual, including how information is reported and what test interpretation information is provided; (3) characteristics of the test including norms, reliability, validity, and its overall quality; and (4) a summary statement that focuses on the reviewer's personal decision regarding the use of the test. The paper closes with a listing of research questions that need to be explored and some suggestions for improving the measurement of learning styles. (KC)

ED 267 345 CG 018 925

Clamar, Aphrodite
Loneliness, the Human Condition, and Psychotherapy.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Counseling Objectives; *Counseling Techniques; Emotional Problems; *Loneliness; *Psychotherapy; *Social Isolation

Loneliness is experienced by nearly everyone, although its frequency and intensity vary widely. Existential loneliness may derive from the universal experience of separation from the mother in leaving the womb; it is an intrinsic and organic reality of each life. The other kind of loneliness comes from self-rejection and self-alienation from society and appears to be related to depression. The latter may lead to aberrant or self-destructive behavior such as drug abuse, but rarely to aggressive or anti-social behavior. There is some evidence that the ability to deal with loneliness is related to the experience of having been alone as a child in the presence of one parent, usually the mother. Without this experience, the capacity to confront loneliness is arrested; with it, a supportive environment is built into the personality. For the psychotherapist, each aspect of loneliness offers a special challenge. Psychoanalysis, behavior modification, and cognitive psychology may be used by therapists to help their patients cope with loneliness. The goal of therapy is to provide options for patients experiencing unwanted, prolonged loneliness. (Author/ABL)

ED 267 389 CS 008 369

Neuman, Susan B.
Television and Reading: A Research Synthesis.
PUB DATE- Apr 86
NOTE- 91p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Behavior Patterns; Elementary Secondary Education; *Mass Media Effects; Performance Factors; Programing (Broadcast); *Reading Achievement; *Reading Research; Social Influences; Television Research; *Television Viewing; Time Factors (Learning)

Drawing on communications, psychological, and educational studies, this paper examines television's influence on reading performance and school achievement. The first section of the paper reviews and synthesizes major studies dealing with the introduction of television in a community and with correlations between television use and school achievement, pointing out that many of the studies have flawed methodologies and weak links between theory and methodology. The second section of the paper synthesizes the results of eight statewide reading assessments and a secondary analysis of the 1984 National Assessment of Educational Progress using hypotheses based on four theories of displacement (the idea that watching television replaces other activities in children's lives). It concludes that television viewing is associated with a different set of needs and gratifications than reading. The report includes extensive tables of data and eight pages of references. (FL)

ED 267 465 CS 505 234

Kidwell, Michael E.

An Examination of Job-Specific Communication in the Computer Industry.

PUB DATE- May 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; *Computer Oriented Programs; Group Dynamics; *Organizational Communication; Scientific and Technical Information; *Speech Communication; Staff Role; *Technical Writing; *Work Environment

Enhancing the awareness of (1) the organization of "typical" computer projects, (2) the communication that emerges from those structures, and (3) the problems that technical communications inherently hold is the purpose of this paper. It begins by presenting the organization of the working group of a computer project (a college that is going to transfer student transcripts from a manual system to an automated system) and the roles played by these individuals. It then lists briefly the communication environments that might exist in such a project and specific communication difficulties that can and do arise in conveying technical information. The paper concludes by grouping suggestions for improving communication into three main areas: general suggestions, suggestions for the oral communication event, and organizational suggestions. (HOD)

ED 267 538 EC 182 058

Gold, Ruth F.
The Use of Microcomputers in New York State Early Childhood Special Education Programs.

PUB DATE- Feb 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Disabilities; *Early Childhood Education; *Microcomputers; State Surveys
IDENTIFIERS- *New York

A survey was undertaken to examine the use of microcomputers in early childhood special education (ECSE) programs in New York State. Questionnaires attempt to elicit data concerning the availability of microcomputers in ECSE programs, the funding sources, and the ages, functioning levels, and handicapping conditions of the children who use them and the ways in which they are used. Fifty-two questionnaires were completed by directors of ECSE programs enrolling children from birth to age 5. Profiles of three groups of respondents are described: (1) directors of programs which provide microcomputers for their students; (2) directors of facilities in the process of incorporating microcomputers into their programs or with plans to do so in the future; and (3) respondents with no intention to introduce microcomputers into their programs in the foreseeable future. Findings revealed that more than half the respondents were either using microcomputers or had plans to do so. Increased usage was expected even though the directors expressed concern about lack of appropriate software and demands on teacher time. Findings pointed to the need to develop a communication system to share information on microcomputer curricula and teaching strategies. (CL)

ED 267 571 EC 182 092

Hulme, Thomas S.
The Iowa Program to Provide Coordinated Services for Children Who Need Technical Medical Care in Their Home/Community: A Network Approach.
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Biennial National Training Institute of the National Center for Clinical Infant Programs (4th, Washington, DC, December 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; Elementary Secondary Education; Home Programs; *Medical Services; *Networks; *Severe Disabilities; *Special Health Problems; State Programs; *Transitional Programs
IDENTIFIERS- *Iowa

The paper describes the Iowa Plan, a network approach to providing home care services for children with handicaps and chronic diseases who require medical technology services. The Iowa Regional Child Health Center Network is reviewed. The centers are based on shared responsibility between major state agencies and the community and serve as focal points for a network of regional services. Three elements are seen to be essential to the system: (1) professional services provided by physicians and pediatric nurse practitioners; (2) administration and community organization; and (3) parent support and advocacy. Action steps for the transition of services from the hospital to the community are delineated. The program is explained to be cost effective because only one new position--the home care program coordinator--is required. (CL)

Education for the World of Work. Report of the Joint Task Force.

Colorado State Board for Community Colleges and Occupational Education, Denver. Div. of Occupational Education.; Colorado State Dept. of Education, Denver.

PUB DATE- Jun 85
NOTE- 25p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Career Counseling; Career Education; Certification; College School Cooperation; Community Colleges; Competence; Cooperative Planning; *Educational Cooperation; Educational Philosophy; Educational Planning; *Educational Policy; *Education Work Relationship; Elementary Secondary Education; Employment Potential; Institutional Cooperation; *Integrated Curriculum; Job Skills; Postsecondary Education; *Statewide Planning; Teacher Education; *Vocational Education; Vocational Schools
IDENTIFIERS- *Colorado

A task force convened by the Colorado State Board for Community Colleges and Occupational Education and the Colorado Department of Education met in 1984-85 to seek ways to bring vocational education, industrial arts education, and general education closer together in the preparation of students for entry into the world of work. This report addresses the following six basic charges given to the task force: (1) to recommend strategies for improving basic skill levels and employability skills of students; (2) to develop strategies to integrate general education, vocational/industrial/technical education, objectives, and programs; (3) to recommend strategies for improved career counseling and career education in K-12 and postsecondary schools; (4) to recommend appropriate roles of area vocational schools and community colleges and higher education institutions in the improvement of educational opportunities for all students; (5) to recommend establishing more meaningful relationships and interaction between businesses, industry, and public schools; and (6) to recommend desirable teacher education practices and certification and credentialing requirements for vocational educators and others, such as those who enter teaching through occupational experience. This report contains strategies recommended for each of these charges. In addition, the report includes operational suggestions related to each charge, a list of recommendations not directly related to the charges, a glossary of terms and definitions, a suggested list of desirable competencies, a career education progress chart, and revised paragraphs of the Colorado statutes. (KC)

ED 267 186 CE 043 699

Petty, Norman H.; Todd, Anne

A Model to Improve the Success Rate of Students in Selected Health Career Programs in the North Carolina Community College System. Final Report.

Central Piedmont Community Coll., Charlotte, N.C.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Jun 85
NOTE- 75p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Allied Health Occupations; *Allied Health Occupations Education; *College Admission; Community Colleges; *Models; Postsecondary Education; *Success; Two Year Colleges

A project sought to identify variables that are associated with student success in allied health care programs in order to provide program directors with better admissions information. Forty-nine allied health programs provided data on over 1,800 students. One questionnaire generated these basic program data for each participating program: dropout rates, class sizes, types of admissions tests used, and general admissions criteria. Program directors also provided information on student factors they thought might be related to student success. Participating programs were associate degree nursing, dental hygiene, medical laboratory technology, physical therapy, radiologic technology, and respiratory therapy. Program directors subsequently completed student data profiles. Data analysis revealed that age, specific admissions tests, and student personal characteristics had predictive power in relation to the measure of student success--grade point average (GPA). Preliminary program-specific admissions models showing the relationship between the dependent variable GPA and various independent or predictive variables were developed for four programs: nursing, radiology, respiratory therapy, and physical therapy. Future research should be undertaken to determine the dimensionality of the 11 perceived factors (student personal characteristics), set up experimental comparisons between admissions tests within specific program areas, and develop specific admissions models. (Instruments and correspondence are appended.) (YLB)

ED 267 215 CE 043 734

Drafting: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 22p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Course Content; Course Descriptions; Course Objectives; *Drafting; Educational Resources;

*Industrial Arts; Secondary Education; Vocational Education

Intended for use by all drafting instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the drafting program. General course objectives are then listed. Outlines of the course content are presented for these courses: drafting I, II, and III. Suggested time and specific objectives are provided for each major topic. A listing of textbooks is appended. (YLB)

Chase, Shirley A.; Tennant, John E.
Employing Retired Military Personnel as Vocational Education Teachers.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 87p.; Appendices contain small and broken type.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Employment Qualifications; Feasibility Studies; Information Networks; Linking Agents; Material Development; *Military Personnel; Orientation Materials; Retirement; Teacher Certification; *Teacher Placement; *Teacher Recruitment; *Teacher Selection; *Vocational Education; *Vocational Education Teachers

A project was undertaken to facilitate the employment of retired military personnel as vocational education teachers. The specific objectives of the project were as follows: update the issues, barriers, and incentives involved in employing retired military personnel to fill teaching positions in civilian vocational education, develop a model for providing military personnel with counseling related to vocational education teaching as a second career, and provide recommendations for increasing the employment of retired military personnel in civilian vocational teaching positions. Data from communication with the military and vocational communities were assimilated into a brochure and an information profile that will be developed into camera-ready form for distribution to military personnel who have already decided to retire and who are in need of counseling about the steps they must take to become vocational education teachers. In addition, recommendations concerning ways of increasing the vocational education community's awareness of military retirees as a potential source of teachers and specific recruitment strategies were formulated. (Appendixes to this report include response letters from the military services, a list of organizations contacted and response letters, a list of technical panel members, and the agenda for the technical panel meeting.) (MN)

Saunders, Laura W.; And Others
How Will I Support My Baby? Administrator's Guide to Vocational Programming for Adolescent Parents. A Report on the Design and Implementation of the Parent Employment Program of 735, Inc. An SETC Demonstration Project.
735, Inc., Wakefield, MA.; New Environments for Women, Inc., Boston, MA.
SPONS. AGENCY- Massachusetts State Employment and Training Council, Boston.
PUB DATE- 80
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Early Parenthood; *Employment Programs; Family Problems; Guidelines; *Job Training; Mothers; Needs Assessment; *One Parent Family; Parent Counseling; Parents; Postsecondary Education; Program Development; Program Effectiveness; *Program Implementation; Young Adults
IDENTIFIERS- Comprehensive Employment and Training Act; *Parent Employment Program

This guide has been prepared to illustrate the development and implementation of a program offering comprehensive employment and training services for young parents. The guide is based on the experiences of the Parent Employment Program of 735, Inc., which was launched as a demonstration project with funds from the Massachusetts Governor's Youth Grant and the Medford Comprehensive Employment and Training Act (CETA) Consortium. The guide is designed for CETA Youth Coordinators and program administrators and provides background information necessary for deciding on program strategy. Topics covered include the following: identifying and assessing the need, program design and structure, critical issues, results and outcomes, client profiles, and strategies for getting started. Other programs in several locations and other states also are profiled. Appendixes to the guide provide job descriptions for Parent Employment Program personnel and a bibliography. (KC)

Walters, Norma J.
Legislation Relating to the Handicapped and Vocational Education P.L. 94-142.
Auburn Univ., Ala. Center for Vocational and Adult Education.

PUB DATE- 86
NOTE- 43p.; For related documents, see CE 044 033-037.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Disabilities; Educational Finance; *Educational Legislation; *Federal Legislation; Handicap Identification; Individualized Education Programs; *Mainstreaming; Postsecondary Education; Secondary Education; Staff Development; Statewide Planning; Teaching Methods; *Vocational Education
IDENTIFIERS- *Education for All Handicapped Children Act

This monograph provides information on the Education for All Handicapped Children Act as well as on vocational education for the handicapped. Following a brief introduction, Section II discusses the purpose of the Act. Section III offers definitions for classification of the handicapped. Legislation relating to vocational education and the handicapped is briefly discussed in section IV. Section V presents selected provisions of Public Law 94-142 and how they relate to vocational education and the handicapped. These provisions of the Act are explained: state plan, full services goal, due process safeguards, identification and evaluation of the handicapped, least restrictive environment, individualized educational programs, funding, curriculum development, accountability, and development of personnel. An overview of related acts and provisions such as the Rehabilitation Act (1973) and Vocational Education Act Amendments (1976) is also provided. Section VI specifies methods and techniques to improve vocational education and training for the handicapped, including counseling and individualized instruction, communication with parents, testing and evaluation, placement, local educational agencies, vocational administrators' responsibilities, workshops, resource guides, and Community, Organizations, Parents, and Educators (COPE). Appendixes summarize pertinent Federal legislation and procedures for their implementation. (YLB)

CG

ED 267 330 CG 018 910

Flores, Isidore, III
Variables Associated with Producing Greater Percentages of Minority Earned Doctorates.

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Choice; *College Environment; *Doctoral Degrees; *Doctoral Programs; Higher Education; *Minority Groups;

*Psychology; *Racial Differences

The yearly percentage of minority earned doctorates in psychology has not increased appreciably since 1978. An attempt to discover departmental variables associated with the production of greater percentage rates involved 13 institutions drawn from the population of college and university psychology departments offering the Ph.D. degree. The percentage of minority earned psychology doctorates at a college or university was used as the outcome measure. Only U.S. citizens and permanent residents were included. Since the numbers of minority doctorates produced in a single year by any one institution can be quite small, the sample data were collapsed across the four nonconsecutive years for which they exist: 1975-76, 1976-77, 1978-79, and 1980-81. The outcome measure was correlated with each item and the entire data set factor analyzed. The results indicated that minority populations were associated with higher percentages of minority baccalaureates, but not doctorates. Furthermore, older, large departments connected well to the American Psychological Association and offering more minority considerations (e.g. application fee waivers and tutorial services), and existing in large urban institutions in states with lower percentages of minority baccalaureates, were associated with greater percentages of minority doctorates. Departments in large, old public and land grant institutions, however, were not. (Author/NRB)

Maine, Margo D.
Engaging the Disengaged Father in the Treatment of Eating Disordered Adolescents.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Conference on Anorexia and Bulimia (New York, NY, November 16-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Anorexia Nervosa; Counseling Techniques; Emotional Development; *Family Counseling; Family Involvement; *Fathers; *Females; *Parent Child Relationship; Parent Role

Although the mental health field tends to underestimate the father's role in the psychological development of the child, eating disordered women reveal a consistent pattern of paternal distance and disengagement that is fundamental to their developmental problems. To examine how the father's emotional and/or physical absence contributed to the development of eating disorders, interviews were conducted with 39 females between the ages of 9 and 23 who presented with primary anorexia nervosa. Thirty-six of the 39 subjects characterized their fathers as emotionally disengaged and believed that this distant relationship was a significant factor contributing to their illnesses. Sixteen subjects reported that their fathers had been involved during their early years and that through illness, alcoholism, or divorce, became distant. The symptoms of eating disorders may function to help the young woman regain her father's support and attention. Therapists can use various methods to engage the disengaged father. A case presentation of one anorexic and the therapist's inclusion of the family, specifically the father, in treatment illustrates the effectiveness of this approach. The anorexic's appreciation of her father's role in her treatment can be a powerful therapeutic tool. Implications of these findings include the involvement of the entire family in the treatment of eating disordered patients, with special emphasis on the impact of the father's distance or disengagement on the family. Theoretically, a new appreciation of the father's role in female psychological development is needed. (Author/NB)

ED 267 374 CS 008 323

Bierschenk, Bernhard; Bierschenk, Inger
The Agent Function as the Basis for Perspective Control.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Science Research; Classification; *Cognitive Processes; Epistemology; *Knowledge Level; Language Acquisition; *Models; *Reading Research; Research Methodology; Semantics; *Verbal Communication; Visual Perception

IDENTIFIERS- *Knowledge Representation

The empirical study of knowledge representation is the focus of this paper, which observes that language as the cognitive instrument in the communication of phenomena must be capable of expressing relations of the observer-observation kind. The paper points out that this implies a coopeartive process at work in the production of a text, of which the basic components are agent, action, and objective. The paper then presents the AaO paradigm that defines the relations denoting the functions to be expressed in a verbal statement and emphasizes in particular the steering and controlling function of the agent. The paper concludes by noting that in contrast to the traditional way of investigating knowledge, that is to let the object component govern the analysis, the analysis system described in the paper is governed by the subject component (agent function), which increases the realism of the knowledge analysis by means of its capacity to differentiate the perspective information. Diagrams and tables illustrating the text are included. (HOD)

Hand in Your Writing.
Scottish Curriculum Development Service, Edinburgh.
REPORT NO.- ISBN-0-947942-25-4
PUB DATE- 85
NOTE- 66p.; Prepared by the Committee on Primary Education.
AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College of Education, Holyrood Rd., Edinburgh, Scotland EH8 8AQ (1 pound 15 pence).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Development; *Developmental Stages; Handwriting; Primary Education; *Teaching Methods; Writing Evaluation; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills

Intended to encourage teachers to examine their assumptions about teaching writing, this document containing a mixture of theory and practice deals with many aspects of writing. The chapters discuss (1) an examination of children's writing and some questions arising from the examination; (2) reasons for failure to write well, including the home background, the nature of writing, and the school; (3) a model for writing that focuses on report writing, story writing, and record writing; (4) a return to the basics (punctuation and spelling); (5) teaching strategies for beginning writing that include using drawings as a communicative act, teaching handwriting, and setting up a writing area; (6) things to do in writing to create a context for learning; and (7) teacher response to writing, including teaching drafting, editing, and correctness. The document concludes with samples of children's writing and an appendix charting children's developmental stages in different kinds of writing and in various skills. (EL)

ED 267 450 CS 209 645

Snodgrass, Mary Ellen
Literature in Translation.
PUB DATE- Nov 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Language Styles; *Literature Appreciation; Metaphors; *Reading Comprehension; Reading Difficulties; Secondary Education; Social Change; *Social Differences; *Time Perspective; *Translation
IDENTIFIERS- *Literature in Translation

An examination of literature in translation is vital to literary interpretation and, ultimately, essential to mutual understanding among peoples from different cultures. Teaching translations requires consideration of linguistic, social, and temporal areas. Translations require alterations in language since languages never translate precisely from one to another. Also, place names and people's names often have more meaning than can be conveyed in one simple designation. Another aspect of the linguistic difficulties in translation is metaphoric language that replaces abstract concepts with pictures. The classroom teacher can develop students' awareness of these problems by having students read Arthur Miller's "Death of a Salesman" and ask them what translation problems the author might have faced when he took his play to China. Translations also require acceptance and understanding of social change, such as the change in women's roles. Other areas of social differences requiring compensation are the role of God or the supernatural and alterations of life necessities. Translations of ancient words must also navigate a passage of time between the event and the reader's time, and between the translator's time and the reader's time. A final consideration is the alteration of nations and governments since early times. By emphasizing these areas, teachers can alleviate the vast sense of separation students feel when trying to comprehend translated literature. (A bibliography of sources on translated literature is included.) (HOD)

ED 267 522　　　　EC 182 041

Warren, Steven F.; Kaiser, Ann P.

Incidental Language Teaching: Research and Clinical Perspectives.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 24 Nov 85
NOTE- 29p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November, 22-25, 1985).
GRANT- G008400663; NICHHD-HD-15051
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Skills; *Delayed Speech; *Developmental Disabilities; Elementary Secondary Education; *Incidental Learning; *Language Acquisition; Program Effectiveness; Teaching Methods

The paper reviews and critiques research on incidental language teaching, a method which refers to interactions between an adult and a child that arise naturally in an unstructured situation and that are used systematically by the adult to transmit new information or give the child practice in developing a communication skill. Studies of this approach and implications of its use with children who are developmentally or language delayed are discussed. The theoretical reasons why incidental teaching might be expected to be effective are briefly discussed and studies evaluating its general effects are noted. Three conclusions are cited from the research: incidental teaching (1) teaches target skills effectively in the natural environment; (2) typically results in generalization of those skills across settings, times, and persons; and (3) results in gains in the formal functional, and possibly the strategic aspects of language. Future research should focus on analyses of general effects, analyses of how these effects are influenced by individual differences among subjects, and ways that incidental teaching technology can be systematically utilized within the education system and with parents. (CL)

ED 267 261 CE 043 839

Student Career Introduction Program. Standard Operations Manual.
Louisville Economic Development Cabinet, KY.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 85
NOTE- 64p.; Parts of document contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accounting; Architecture; *Career Education; *Career Exploration; *Economically Disadvantaged; Engineering; Job Training; *On the Job Training; *Program Implementation; Secondary Education; Technical Education; Vocational Education
IDENTIFIERS- Kentucky (Louisville)

This standard operations manual begins by describing the Student Career Introduction Program in Louisville, Kentucky, to acquaint economically disadvantaged students with careers in engineering, architecture, and accounting. Program activities and accomplishments during fiscal year 1984-86 are discussed. Other sections address the application process (school referral, screening, enrollment), site selection, and the three major parts of the program. These are pre-employment training, on-the-job training, and post-employment training (training at a college or university). Information is also provided on the monitoring system; publicity through the public school system, private industry council, and others; and funding. Attachments, amounting to over one-half of the manual, include forms (application, medical release, publicity permission, tax, time sheet, biweekly student intern work activity plan, employer evaluation of student, travel release, student evaluation of program), press releases, information for student participants, and class schedules. (YLB)

ED 267 275 CE 043 920

Sleezer, Catherine M.; And Others

Validation of the Benefit Forecasting Method: Organization
  Development Program to Increase Health Organization Membership.
  Training and Development Research Center, Project Number Eleven.

**Minnesota Univ., St. Paul. Dept. of Vocational and Technical
  Education.**

PUB DATE- Dec 85
NOTE- 41p.; For related documents, see ED 260 215-222.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Behavioral Science Research; *Cost Effectiveness; Health Personnel; *Health Services; *Organizational Development; Planning; *Prediction; *Predictive Measurement; Program Effectiveness; *Research Methodology; Research Tools; Research Utilization
IDENTIFIERS- *Benefit Forecasting Method

This project is the sixth in a series of studies designed to validate the Training and Development Benefit Forecasting Method (BFM) sponsored by the Training and Development Research Center (TDRC) at the University of Minnesota. The purpose of this study was to validate the BFM's ability to forecast the benefits of an organization development program for salaried employees in a health maintenance organization. The focus of the project was on a 1983 organization development (OD) program including initial training for 12 patient service specialists. The program lasted 12 months. The goal of the program was to retain and increase memberships in the health organization. The overall research method had three major phases of activities. They included forecasting, collecting actual data, and data analysis. The actual two-year benefit, after costs, resulting from the OD program was more than $5,790,410. Using the BFM, each of the forecasters was able to forecast accurately a large financial benefit from investing in the organization development program. Their forecasts, which ranged from $138,800 to $3,900,000, were significantly lower than the actual financial benefit. (Author/KC)

ED 267 316 CG 018 896

Ruben, Ann Moliver

Boosting Teachers' Self-Esteem: A Dropout Prevention Strategy.

PUB DATE- Mar 86
NOTE- 8p.; Paper presented at the International Collaborative Conference on Careers (Miami, FL, March 26-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Dropout Prevention; Elementary Secondary Education; *Negative Attitudes; Professional Continuing Education; *Self Esteem; *Teacher Attitudes; *Teacher Student Relationship; Teacher Workshops

Good teachers leave teaching not because pay is low but because of poor working conditions and too little recognition. Since students can be strongly affected by teachers, teachers who feel negatively about themselves can adversely affect students. A five-evening workshop was developed in Dade County, Florida to boost teachers' self-esteem and to have the praticipants experience trust, prizing, realness, understanding, and freedom so that they could replicate this environment for their students. Group exercises included an introduction to group rules, non-verbal communication, introducing your partner, giving yourself a positive adjective, balloon experience, value auction, choosing three values, admiration ladder, and identifying negative/positive communication. Teachers implemented the self-esteem boosting exercises in the classroom with reported success. Teachers reported that students enjoyed a more relaxed atmosphere and teachers themselves reported greater sensitivity to students' differences. Teachers' scores on a before-and-after self-esteem questionnaire improved following the workshop sessions. (ABL)

ED 267 420 CS 209 605

A Helpful Guide for Writing Instruction: A Bibliography of Resources for Teachers. 1985 Edition.

Massachusetts State Dept. of Education, Wellesley. Bureau of Educational Resource.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 5p.; Funds for printing provided by the Boston Writing Project, University of Massachusetts, Boston.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; Books; *Content Area Writing; Elementary Secondary Education; Instructional Materials; Nonprint Media; Periodicals; Professional Associations; *Resource Materials; Teaching Guides; Teaching Methods; Writing Improvement; *Writing Instruction

Developed in the spring of 1985 by a special task force of instructors, this bibliography lists sources to aid in teaching writing. Items are listed in the following categories: (1) books that raise issues and provide perspectives, (2) books that deal with writing across the curriculum, (3) books that deal with practical applications, (4) books that deal with writing and special populations, (5) books that provide an overview of the literature, (6) journals that often contain articles relevant to writing instruction, (7) associations that have resources on writing instruction, (8) other valuable resources, and (9) nonprint media. (EL)

ED 267 435 CS 209 622

Purves, Alan C.
Testing in Literature. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Course Objectives; Elementary Secondary Education; English Curriculum; English Instruction; *Literature Appreciation; Student Evaluation; *Test Construction; *Testing
IDENTIFIERS- ERIC Digests

Pointing out that student testing in literature should take into account each school's philosophy concerning the literature curriculum, this digest explores the broad domain of literature study and looks at specific objectives and outcomes in literature testing. The digest discusses answers to the following questions: (1) Where are the broad thrusts of the curriculum in literature? (2) How can the content and objectives of the literature curriculum be specified? (3) How are test questions developed? and (4) How is student performance judged? A chart of content areas and behaviors accompanies the text. (EL)

ED 267 480 EA 018 183

Ogletree, Earl J.
Illinois Superintendents' Opinion and Implementation of the National Education Reforms.
SPONS. AGENCY- Chicago State Univ. Foundation, IL.
PUB DATE- Aug 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Administrative Change; *Administrator Attitudes; Curriculum Development; *Educational Change; Educational Improvement; Elementary Secondary Education; Graduation Requirements; Questionnaires; Required Courses; Special Programs; Superintendents; Teacher Education; Teacher Role; Time on Task
IDENTIFIERS- *Excellence in Education; Illinois

According to a recent survey, school superintendents in Illinois generally favor the kinds of educational reforms being urged by national commissions on educational excellence. Over 100 superintendents from randomly selected elementary, secondary, and combined school districts in Illinois responded to the 104-item questionnaire. The survey sought the superintendents' opinions of specific suggested reforms in the areas of curriculum, requirements for graduation and college admission, the use of instructional time, academic standards, student discipline, programs for special student populations, the roles of teachers and teaching, and teacher preparation. The only reforms that the superintendents either rejected or were ambivalent about were increases in fine arts and foreign language programs, extension of the school year, the continued use of mainstreaming in elementary school districts, the awarding of differential diplomas on the basis of standardized tests, the provision of career-related courses for women and minority students, and the assumption of certain administrative responsibilities by teachers. The survey also gathered data on the implementation of reforms. The respondents indicated that curricular reform was receiving their greatest attention, standards and expectations the second greatest, and teacher reforms the least. The document includes a question-by-question breakdown of the survey responses. (PGD)

ED 267 494 EA 018 204

School Buses & Seat Belts: A Discussion.

Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Safety Equipment; *School Buses; *School Safety; *Student Transportation
IDENTIFIERS- Alaska; *Seat Belts

Safety belts are not installed in school buses for several reasons. School buses are constructed differently from automobiles in terms of (1) the locations of doors and instrument panels relative to passengers, (2) outer construction, (3) seat design and padding, and (4) visibility on the road. Under current regulations, bus seats are constructed so safely that wearing seat belts is more likely to increase injuries than to decrease them. Several state and national organizations concerned with safety and pupil transportation have stated that current regulations provide adequate protection and that seat belts will not enhance passenger safety. Many more students are fatally injured while waiting for or leaving their buses than while travelling in them, suggesting that safety measures associated with improved driver training, "loading zone" design, and public information are now of more significant concern than additional safety equipment. (PGD)

ED 267 508   EA 018 308

Wages and Salaries Paid Support Personnel in Public Schools, 1985-86. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 86

NOTE- 81p.; For parts 1 and 2, see EA 018 306-307.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21720; $32.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure per Student; Geographic Regions; National Surveys; *Professional Personnel; Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Tables (Data)

This report looks at the 1985-86 contract salaries of superintendents and at salary data reported for each of the other professional positions by 1,104 public school systems surveyed in the fall of 1985. The number of persons employed in each category is also shown. Twenty-five summary tables show salary distributions, means, medians, and the ranges of average, lowest, and highest salaries paid by reporting school systems to personnel in selected positions; three tables compare 1985-86 data with those collected in 1984-85 and relate salary levels paid for various professional positions to those of classroom teachers. Other tables report summary data on the average daily amount paid to personnel in selected positions, the number of responding school systems employing personnel in each category, and the total number of persons reported. Summary data are presented according to enrollment size of the school system, the per pupil expenditure for current operations, and the geographic region in which the school system is located. Tables reflect a summarization of the data reported by the school systems composing the panel; no attempt has been made to obtain national statistics for categories of personnel listed. (GJ)

ED 267 555 EC 182 075

A Review of Research Affecting Educational Programming for Bilingual Handicapped Students. Final Report, Volume 1.

Del Green Associates, Washington, DC.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 83
NOTE- 362p.; For related documents, see EC 182 076-077. Parts of document contain small, broken type.
CONTRACT- 300-82-0310
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; Cultural Influences; Curriculum; Demography; *Disabilities; *Educational Policy; Elementary Secondary Education; Language Acquisition; *Limited English Speaking; Locus of Control; Parent Participation; Program Development; Teacher Education

The first (containing chapters 1 through 5) of two volumes begins a review of research regarding educational programming for bilingual handicapped students. The following major topics are addressed: (1) demography (socioeconomic ties, geographic location/residential patterns); (2) assessment (legal mandates, nondiscriminatory assessment); (3) cognitive-linguistic development and language-culture ties; (4) teacher training (critical competencies, characteristics of current training programs, model training programs); and (5) curriculum and instructional methods (locus of control and learned helplessness, second language acquisition). Chapters typically include recommendations for policy, references, and a substantial annotated bibliography. (CL)

ED 267 572 EC 182 093

Kendall, William S.; Battles, Debra A.
Language Problems of Black Exceptional Children: Diagnosis and Treatment Alternatives.

PUB DATE- Jul 83
NOTE- 17p.; Paper presented at the Council for Exceptional Children Conference on the Exceptional Black Child (Atlanta, GA, July 24-27, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; *Language Acquisition; *Language Handicaps; *Nonstandard Dialects; Student Evaluation; Test Bias

The paper reviews issues in the diagnosis and treatment of language disorders in black exceptional children. The controversy over language characteristics of the urban black child is examined, followed by a review of studies citing the linguistic and cultural bias of many tests used for diagnosis. Difficulties with the use of the System of Multicultural Pluralistic Assessment (SOMPA) are noted along with problems in the use of adaptive behavior scales. The role of motivation in teaching English to black students is considered. The paper concludes by advocating assessment practices that are sensitive to cultural patterns and the use of a variety of assessment instruments to measure language development. (CL)

ED 267 216 CE 043 735

Electricity/Electronics: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.

PUB DATE- 84

NOTE- 22p.; For related documents, see CE 043 708-742.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Articulation (Education); *Course Content; Course Descriptions; Course Objectives; Educational Resources; *Electricity; *Electronics; Industrial Arts; Secondary Education; Vocational Education

Intended for use by all electricity/electronics instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the electricity/electronics program. General course objectives are then listed. Outlines of the course content are presented for these courses: electricity/electronics I and II. Suggested time and specific objectives are provided for each major topic. A listing of resource materials, which includes textbooks, curriculum guides, and audio visual aids, is appended. (YLB)

Arvey, Richard D.; Fossum, John A.
Age and Obsolescence: A Review and Discussion.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Job Skills; *Job Training; *Motivation; *Obsolescence; Personnel Needs; *Retraining; Skill Obsolescence
IDENTIFIERS- *Older Workers

It has been suggested that older workers may be particuarly vulnerable to the obsolescence process. One definition of obsolescence directly implies that the obsolescence construct is a function of two elements, the job and the person. New technologies, new products, and new methods and procedures can result in job changes which in turn can compel changes in worker requirements. Workers may engage in updating behaviors to maintain their evolving jobs. Organizational, job, individual, and motivational factors may all work to affect these updating behaviors and person changes. The few studies that exist on the topic of age and obsolescence suggest that older workers tend to be more prone to obsolescence than do younger workers. This finding may be due to motivational elements in contrast to ability differentials between age cohorts. If age differences in obsolescence are due to motivational factors, there

are several organizational interventions which might be helpful: (1) insure that updating and skill acquisition opportunities are available to employees; (2) inform workers of expected job requirement changes; (3) help to minimize risk factors in updating; (4) help to maximize rewards for skill acquisition; and (5) view skill acquisition from a long-term perspective. If these strategies are followed, age-obsolesence relationships due to motivational factors might be reduced or eliminated. (NRB)

ED 267 375 CS 008 332

French, Michael P., Ed.; Elford, Shirley J., Ed.
Integrating Reading and Language Arts.
Wisconsin State Reading Association, West Allis.
PUB DATE- 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Fused Curriculum; Higher Education; *Integrated Curriculum; Language Arts; Learning Disabilities; Oral Reading; *Reading Instruction; Reading Research; *Reading Writing Relationship; Study Skills; *Writing Instruction; Writing Processes; Writing Research

Integrating reading and language arts at all levels is the focus of this journal issue. The articles and their authors are as follows: "Reading and Writing: Close Relatives or Distant Cousins" (Kathryn A. Koch); "The Reading-Writing Relationship: Myths and Realities" (Timothy Shanahan); "The Classroom Teacher as an Action Researcher: Beginning Writing/Reading Relationships" (Mary Jett-Simpson); "Oral Reading: To Be or Not to Be?" (Patrick Groff); "Incorporating Novels into the Developmental Reading Program" (Shirley A. Frick and Sara Daggett); "What Reading Teachers Should Tell Learning Disabled Students about College" (Charles T. Mangrum II and Stephen S. Strichart); and "College Level Reading and Study Skills: A Personal Perspective (Nancy Stewart Walker). (EL)

ED 267 390 CS 008 370

Geisler, Cheryl
WARRANT: Developing a Curriculum for Critical Thinking.
PUB DATE- Nov 85
NOTE- 16p.; Revised version of a paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; *Curriculum Development; Educational Theories; Higher Education; *Reading Skills; *Theory Practice Relationship; *Writing Skills
IDENTIFIERS- *Thinking Skills

A relationship exists between the three-year WARRANT project, created to design and implement a computer system to deliver a college freshman curriculum in the skills of reading, writing, and thinking, and the theory and practice of curriculum-building. The goal of the project is to create an interdisciplinary sequence of courses in critical skills that will function on an advanced work station that is capable of running up to 20 different processes at once. During the remaining two years of this project, it will be necessary to learn and then incorporate within the curriculum knowledge about the expert, the uninstructed student, and the instructed or developing student. Since it will be difficult to translate this knowledge, combined with three curriculum concepts (what a teacher teaches, what experts do, and what students do) into actual practice, the translation must be made by building up stories teachers tell, stories students tell, and stories put into the curriculum. (EL)

ED 267 466 CS 505 235

Kugler, Drew B.
In Defense of Dirty Words: The Case against Judicial Censorship in Oral Interpretation Events.
PUB DATE- Feb 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Censorship; Competition; *Evaluation Criteria; Higher Education; *Judges; Language Usage; Literature; *Oral Interpretation; Speech Communication
IDENTIFIERS- Audience Response; *Debate Tournaments; *Profanity

Within the realm of forensic oral interpretation, concern over the use of profanity in presentations has aroused repressive criticism from some judges, who then express their offense by ranking the performance negatively. This judicial opposition is deleterious not only to the precepts of oral interpretation, but also--in a larger sense--to the pursuit of intellectual freedom. Contemporary literature abounds with profanity, but this usage reflects an accurate depiction of realistic language. Ironically, the same works objected to by forensic critics are heralded by theatre critics. Aside from avoiding the literature, a competing interpreter can employ an alternative, albeit counterproductive strategy: editing the offensive language from the script. Such excessive "dramatic license" disregards the author's intent, and reduces the dramatic effect. In proposing a satisfactory resolution to the problem of censorship in forensic interpretation events requires that one suggest that forensics will reap significant rewards from more tolerant attitudes regarding literary choice. Just as high-quality debate critics should be attuned to the depth of issues confronting their event, interpretation critics must strive to develop an equally complete and sophisticated understanding of the literary forum. Only after the attainment of this important standard of criticism will the event truly succeed in its mission of literary appreciation and understanding. (HTH)

ED 267 539 EC 182 059

Powers, P. J.
Microcomputer Useage for Data Based Psychomotor Performance Measures in Adapted Physical Education.
Montana Univ., Missoula.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the Northern Rocky Mountain Education Research Symposia "A Data Based Approach to the Psychomotor Development of Profoundly/Severely Handicapped Children Preschool through Secondary Levels" (Jackson, WY, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adapted Physical Education; *Computer Assisted Instruction; *Curriculum Development; Elementary Secondary Education; *Physical Education; Psychomotor Skills; *Severe Disabilities; Teacher Role

The paper describes Project RISPE (Rural/Remote Interdisciplinary Special Physical Education) and its data-based psychomotor curriculum for profoundly/severely handicapped children ages 0-21. The curriculum, divided into five diagnostic/prescriptive areas (placement, baseline, instruction, post-test, and maintenance), includes over 300 specific performance objectives. The computerized program for the data management system includes both descriptive and statistical records. Suggestions are offered for helping adapted physical education educators to integrate the computer into their psychomotor or sport programs for handicapped children by informally familiarizing them with computers. (CL)

ED 267 187 CE 043 701

A Model for Recruiting the New Community College Student.

Pitt Community Coll., Greenville, NC.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges,

Raleigh.
PUB DATE- 29 Mar 85
NOTE- 159p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Students; Advisory Committees; Community Colleges; *Marketing; Models; *Nontraditional Students; Postsecondary Education; Public Relations; *Student Recruitment; *Two Year Colleges
IDENTIFIERS- North Carolina

This proposal represents a systematic and research-based effort to revitalize traditional recruiting practices and to establish a new recruitment model for reaching the nontraditional student in North Carolina two-year colleges. It includes activities of and findings from a model adult recruiting project. A project overview includes the objectives and a comparative description of the traditional and nontraditional student. Subsequent sections discuss initial organization for adult recruiting by an institution, population mapping--both external and internal--for targeting purposes, and establishment of an advisory group. The focus of the next section is targeting populations, e.g., senior citizens, technical scholars, occupationally mobile individuals, persons interested in education/work force reentry, and displaced homemakers. Enrollment factors are highlighted, and a marketing assessment index is provided. The next two sections concentrate on institutional marketing planning and the development of a marketing plan. Topics include invisible marketing and trigger mechanisms. The Pitt Community College (PCC) Preliminary Marketing Plan and a marketing request form are provided. Sample adult recruiting strategies (advertising strategies) developed by PCC during the model project are then presented. Appendixes include a model institutional checklist, a population mapping bibliography, a student recruitment survey, consultants' reports, and a model for recruiting the new community college student. (YLB)

ED 267 201 CE 043 720

VOE Clerical: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 21p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Articulation (Education); Behavioral Objectives; *Business Education; *Clerical Occupations; Communication Skills; Competency Based Education; *Course Content; Data Processing; Evaluation Criteria; Human Relations; Information Utilization; Job Search Methods; Office Machines; Office Management; *Office Occupations Education; Office Practice; Recordkeeping; Resource Materials; Secondary Education; Simulation; Student Evaluation; Telephone Usage Instruction; Typewriting
IDENTIFIERS- Business Law

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2-year program in clerical skills. The guide consists of a course description; general course objectives; course content outlines for each of the two years of the clerical program; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Included in the course content outline for the first-year course are specific objectives and lesson topics addressing the following skills: exploring career opportunities and developing human relations skills, typewriting, office machines, data processing, recordkeeping, filing, securing data, telephoning, mailing and shipping, communicating and editing, developing job-seeking skills, and completing typewriting project. The outline for the second-year course covers the following skill areas: typewriting, using resource materials, managing records, understanding principles of business law, communicating orally and in writing, telephoning, payroll accounting, preparing to find employment, and completing a simulation activity. (MN)

ED 267 248 CE 043 810

White, Marilyn R.

Vocational Opportunities for Rural Handicapped Students.

PUB DATE- Mar 86
NOTE- 14p.; Paper presented at the International Collaborative Conference on Careers (Miami, FL, March 26-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; *Career Education; *Curriculum Development; *Disabilities; Employment Potential; Exceptional Persons; Individualized Education Programs; Job Skills; Job Training; Mainstreaming; *Prevocational Education; *Rural Education; Secondary Education; Vocational Education
IDENTIFIERS- Wyoming

The VORHS Program (Vocational Opportunities for Rural Handicapped Students) was developed for a rural school district in Wyoming. It grew out of the need for a curricular system that could (1) provide the means of constructing individual courses to meet the needs of the handicapped population and also satisfy local graduation requirements; (2) provide a four-year curriculum to address prevocational skills and skill building through vocational training; (3) relate academic needs to a work situation; (4) extend the career opportunities offered through usual high school course offerings; and (5) identify and encourage the support of community resources to expand the instructional capabilities of the school staff. The model that was developed was adapted for use with handicapped students from the Experience Based Career Education program developed by the Northwest Regional Educational Laboratory (1975). The program is individualized and personalized, community based, emphasizes career development, and has a comprehensive integrated curriculum. Students have an individualized educational plan and take courses from the curriculum as needed. The schools provide two major instructional programs, VESEP I and II (Vocational Education, Special Education Project), through Central Michigan University in response to a state mandate for a written vocational education plan for handicapped students. The program has been successful in gaining community support and placement of students in community jobs and may be expanded to other districts in Wyoming in the future. (Author/KC)

ED 267 289   CE 043 995

Content Standards for Delaware Public Schools. Vocational Education.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE- 85
NOTE- 1,852p.
LANGUAGE- English
EDRS Price - MF16/PC75 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agribusiness; Agricultural Education; Agricultural Production; Allied Health Occupations Education; Behavioral Objectives; Business Education; *Competency Based Education;

*Compliance (Legal); Consumer Education; Cooperative Education; Cosmetology; Distributive Education; Educational Legislation; *Educational Needs; Equal Education; Federal Legislation; Human Relations; Industrial Arts; Marketing; Occupational Home Economics; Office Occupations Education; Prevocational Education; *Program Content; Secondary Education; Sex Fairness; Special Education; State Standards; *Statewide Planning; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Delaware

These content standards for Delaware public schools specify standards of student expectation for the individual subject areas included in the provision of vocational education and outline equal educational opportunity guidelines. The first part of the volume consists of cross-referenced listings of behavioral objectives and standards of student expectation for each of the following areas: agribusiness and agricultural production; allied health occupations; business and office education; consumer, personal, and miscellaneous services (including cosmetology); industrial arts; marketing and distribution; prevocational and cooperative education; trade and industrial education; and vocational home economics. Explained in the second part of the guide are equal educational opportunity guidelines pertaining to human relations and sex equity compliance standards as well as special education. (MN)

ED 267 331 CG 018 911

Glucksberg, Sam

Cognitive Aging Research: What Does It Say about Cognition? Aging?

PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); *Cognitive Processes; *Gerontology; *Older Adults; Psychological Evaluation; *Psychological Testing; Psychomotor Skills; Research Problems; Skill Development
IDENTIFIERS- *Developmental Decline

Cognitive aging research needs to clarify whether or not there are functional or ability declines with aging and, if so, to understand and mediate these declines. Recent research which has demonstrated declines in cognitive functioning with age has involved episodic memory and rehearsal-independent forms of such memory. It is not known how much of this decline can be attributed to physiological, sociocultural, or experiential factors. Continuing, if not increasing, productivity with aging occurs in performance areas requiring expertise such as mathematics or the arts. Tasks that do not require expertise, such as finger tapping, are often used in psychological research. Expertise tasks tend not to be measured in developmental research. Some research has shown paradoxical results for functional skills tests. Although older people were slower at component skills of a task, they were equal in overall task performance. This suggests limitation in the kind of measurement commonly used in cognitive research. It is not known whether expert performance is maintained by compensatory strategies or whether the present componential analysis is incorrect. (ABL)

ED 267 361 CG 018 942

Watt, Mark J.
Characteristics of Consulting Psychologists and Their Practices.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Counselor Client Relationship; Demography; *Job Skills; Professional Services; *Profiles; *Psychologists; *Role Perception; *Self Evaluation (Individuals)

The role of consultant is one of the more common roles that professional psychologists claim to practice. A description of the consultants' backgrounds, roles, practices, and perceptions of work-related issues, and the relationship among these variables could help educators to better train students in theories and models that professional practitioners use in the field. In an effort to obtain such a description, surveys were completed by a random sample (N=177) of members of the American Psychological Association's Division B: Consulting Psychology. The Survey of Consulting Psychologists contained sections on general information, consulting background and practice, consultation stressors and stress management, education and training of consultants, characteristics of successful consultants, and role boundaries. The results indicated that the current demographic profile of the consulting psychologist appears to be an established professional who is a middle-aged white male with a clinical background. The consultants appeared to work collaterally with upper management in fairly stable, close, professional relationships. They reported valuing their skills in assessment, problem solving, forming close working relationships, and stimulating the thinking of others. A survey of clients of consulting psychologists could be useful in determining the skills and qualities the consultee values when seeking to employ a consultant. (NRB)

ED 267 406 CS 209 577

Selfe, Cynthia L.; Wahlstrom, Billie J.
Computers and Writing: Casting a Broader Net with Theory and Research. Working Draft.
PUB DATE- 30 Jan 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; *Educational Technology; *Educational Theories; Interdisciplinary Approach; *Microcomputers; *Research Needs; Technological Advancement; *Theory Practice Relationship; Word Processing; Writing Instruction; *Writing Processes

Four overlapping areas of exploration have sparked creative thought about computers and their relationship to writing. The area receiving the most attention is computers and writing pedagogy. Some of the directions taken by research in this area have focused on computers and the composing process; computers, writing instruction, and learning style; computers and exchanging information about writing; computers and responses to student writing; and writing aids. The second area of exploration takes into consideration the theoretical implications of computers and revolves around the following theoretical perspectives: communication, language, and rhetoric and writing processes. The third area of exploration considers computers from a historical perspective--the history of the machines and how they have been used in communication, information exchange, and education. The final area of exploration considers computers from a knowledge base outside the discipline, including computer science, psychology, brain research, and ethics. As computers continue to be added to the writing environment, it becomes all the more important to integrate what has already been discovered about the composing process with these four areas of investigation. (HOD)

ED 267 436 CS 209 624

White, Mary E.
The Odyssey: A Journey of Self-Discovery.
PUB DATE- Nov 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classical Literature; *College School Cooperation; Elementary Secondary Education; *English Instruction; *Literature Appreciation; Program Descriptions; Program Development; *United States Literature

The University of the District of Columbia and the Washington, D.C., public schools developed a two-year collaborative project, which offered 60 public school teachers of grades 6 through 12 an opportunity to become involved in an intense and critical study of some major classical literary works. Each major classic was paired with a twentieth-century work that represents American culture: Homer's "Odyssey" and Ralph Ellison's "Invisible Man"; Cervante's "Don Quixote" and Arthur Miller's "Death of a Salesman"; Mark Twain's "Huckleberry Finn" and Richard Wright's "Native Son"; and Dante's "Inferno" and Toni Morrison's "Song of Solomon." During the first year, three sessions (three weeks in the summer, and four monthly meetings each in the fall and spring) prepared teachers through lectures and discussions on the literary works, as well as on related arts, music, or history. The second year of the project will be devoted to pedagogical applications of the first year's work. (EL)

ED 267 451 CS 209 646

Arfken, Deborah E.; Henry, Jim M.

A Survey of Engineers: Writing Attitudes and Productivity.

PUB DATE- 31 Jan 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Engineers; *Productivity; *Technical Writing; *Writing (Composition); Writing Processes; *Writing Research; Writing Skills

A study examined attitudes toward writing that affect productivity and the extent of their influence. Subjects, 160 engineers practicing in the Chattanooga, Tennessee region, completed a questionnaire concerning writing attitudes, including anxiety and confidence, and levels of productivity. Findings show that confident engineers produce significantly greater amounts of written work, that years of education and years of employment correlate positively with productivity, and that the engineers in the study rarely revise their first draft, preferring to make corrections as they move along. The results suggest that the surveyed engineers are confident writers who consider themselves to be highly productive, who possess a traditional orientation toward the writing process, and who are characterized by a need for immediate control. The questionnaire is appended. (EL)

ED 267 495 EA 018 206

Perryman, Bruce C.
"The Future Isn't What It Used to Be!" or, Long-Range Planning in Our Local School Systems Holds the Key.
Washakie County School District No. 1, Worland, WY.
PUB DATE- 21 Aug 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Models; Personnel Needs; School Districts

Both comprehensive and long-range educational planning are discussed in this paper. Comprehensive planning begins with the identification of the district's mission. This mission generates a set of continuing objectives that aim toward the completion of specific end-dated objectives. The comprehensive plan must take into account the educational needs of the entire community. Program budgeting enables comprehensive planners to select appropriate strategies for meeting objectives. To achieve accountability, the plan must also include monitoring, evaluation, and reporting. Long-range educational planning involves establishing a planning cycle spanning several years. In the first year the database is updated and needs are assessed. In the second year the plan is revised and annual program plans and budgeting are developed. The third year brings review and completion of the 5-year plan. Implementation begins in the fourth year and evaluation follows in the fifth. The planning office should include a professional planner placed directly under the superintendent and supported by a skillful staff. The planning office should work independently of but in close coordination with those charged with program operations. All elements of the community affected by education should be involved in the planning process. (PGD)

ED 267 523 EC 182 042

Fujiki, Martin; Brinton, Bonnie

Sampling Reliability in Spontaneous Language Sampling.

PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Language Handicaps; *Language Tests; *Sampling; *Syntax; Test Reliability; Young Children

To determine how many occurrences of a syntactic structure are necessary to provide sampling reliability, two one-half hour spontaneous language samples were elicited from each of 15 language disordered students (5 to 6 years old). Sessions were divided into two periods, one for the child's telling about pictures and toys and the other for conversation between examiner and child. Thirteen syntactical structures were examined for analysis. Proportion of occurrence for each structure was calculated, a difference score (difference between the total number of occurrences and sampling levels) computed, and a mean absolute error proportion across all syntactic structures for each sampling level derived. Data suggested that a set of four trials was a usable guideline for sampling reliability in spontaneous language production, so that if a child produces a structure on at least four unique occasions, the clinician may assume that this provides a representative picture of the child's knowledge of that structure. (CL)

ED 267 173 CE 043 145

Stambler, Moses

Occupational Health Education--A Vital Topic for Adding to the School Health Curricula.

PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; *Educational Needs; *Educational Objectives; Educational Trends; Elementary Secondary Education; *Health Education; Health Needs; Lesson Plans; Needs Assessment; *Occupational Safety and Health; *Program Content; Public Health; Relevance (Education); Work Environment

School health education curricula can be an important vehicle for including units on occupational and vocational health. The traditional cognitive learning of health concepts in the classroom should be expanded to include the functional learning of health on the job through positive health behavior. Together with the media and social and political agencies, the schools should serve as core agencies for health promotion behavior and information. Although the emphasis on occupational health has increased in recent years, presently existing school health programs are generally lacking in their coverage of occupational health and worksite-related health problems. Health education programs in the schools can promote occupational health by focusing on awareness, knowledge, attitude, and change-oriented behavior related to real-life worksite health problems likely to be faced by students in the future. It is both necessary and possible for occupational health programs to bridge the domains of school and community health. (This paper includes facts and statistics on occupational health and work-related health problems and an outline of a proposed unit on occupational health for juniors and seniors in high school). (MN)

ED 267 217 CE 043 736

Electronic Recording: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 23p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Audiodisc Recordings; *Audio Equipment; Audiotape Recordings; *Course Content; Course Descriptions; Course Objectives; Educational Resources; *Electronics; *Production Techniques; Secondary Education; Vocational Education

Intended for use by all electronic recording instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the electronic recording program. General course objectives are then listed. Outlines of the course content are presented for these courses: electronic recording I and II. Suggested time and specific objectives are provided for each major topic. Topics include operation of a multitrack recording studio, skills essential for recording engineers or technicians, safety procedures, and equipment care and use. (YLB)

ED 267 233 CE 043 760

Hallman, Patsy Johnson

Teaching Basic Academic Skills in Secondary Vocational Classes.

PUB DATE- Feb 86
NOTE- 14p.; Presented at the National Vocational Home Economics Education Conference (Columbus, OH, February 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Classroom Techniques; *Integrated Curriculum; Mathematics Instruction; Reading Instruction; Secondary Education; *Skill Development; *Teacher Role; Teaching Methods; *Vocational Education; *Vocational Education Teachers; Writing Instruction

Vocational teachers have a vital interest in students' developing competence in basic academic skills. They are aware that the teaching of basic skills must be a team effort between basic skills teachers and teachers of subject matter areas. Three basic academic skills that are taught in vocational classes are reading, writing, and mathematics. Reading is taught in vocational classes in many ways, varying from reading texts for new information to locating and using reference materials. A variety of approaches may be used when teaching reading; however, the SQ3R (Survey, Question, Read, Review, Recite) method is recommended by many authorities. Non-readers must be taught in appropriate ways as well as be referred for remedial help. Many opportunities occur in vocational classes for improving writing skills, such as writing papers and having them corrected. Finally, using mathematical skills is an integral part of all vocational classes. For example, products are compared, work time plans are made, income is figured, and market orders are entered. The mathematical skills developed in vocational classes are valuable because they consist of real, concrete, hands-on experiences. Although vocational teachers have always taught basic skills, it is now important to identify how they incorporate the basic skills in classes, to teach the skills effectively, and to let the public know that they are teaching basic academic skills in vocational classes. (This paper contains numerous examples of ways to incorporate basic skills in vocational classes.) (KC)

ED 267 262 CE 043 840

Heatherly, Jeannie; Cox, Ann
Displaced Homemaker Job Seeking and Job Keeping Research Project. Final Report.
Jefferson County Public Schools, Louisville, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- Jun 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Education; *Career Exploration; *Displaced Homemakers; Educational Research; Employment Level; *Employment Patterns; *Employment Potential; Interviews; *Job Search Methods; *Job Skills; Participant Satisfaction; Program Effectiveness; Self Esteem

A project studied 30 displaced homemakers who had participated successfully in the Jefferson County (Kentucky) Public Schools Displaced Homemakers/Non-Traditional Job Exploration Program. Personal interviews were accompanied by a statistical sheet, gathering the individual history of the interviewee. All persons interviewed felt their situations were much improved since entry into the program, but lingering insecurities were evident. Most first jobs were low paying with difficult working hours and few benefits. Many participants had one or two jobs that had not worked out. During the first year on the job, displaced homemakers commonly felt very insecure. Self-esteem and self-confidence were practically non-existent at point of program entry. Self-assessment, personal skill building, and study of employability skills were effective as combined in Job Seeking Skills for Displaced Homemakers classes. The project indicated that the class would be more effective if expanded to include communication skills, self-image building, etc. The emotional support and encouragement supplied through interactions of students in the classes and in other program activities is vital in establishing self-confidence. Vocational classes were most effective after other confidence-building activities had begun to show results. (The interview schedule and information sheet are appended.) (YLB)

ED 267 276 CE 043 949

Literature Review on Improving Secondary Vocational Education Effectiveness.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 48p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Education; *Administrative Principles; Business Administration; *Educational Improvement; *Educational Policy; *Educational Research; School Districts; *School Effectiveness; Secondary Education; *Vocational Education

The current demand for educational excellence is an outgrowth of recent national reports criticizing secondary education. This push for academic excellence also affects vocational education outcomes. A growing consensus seems to be emerging that at the secondary level (1) vocational education should be integrated with academic education, (2) technical skills should focus on transferability, (3) employability skills are important, and (4) basic communication, computation, and problem-solving skills need reinforcement in occupational preparation. Principles derived from effective schooling research, successful business practices, and school improvement policy studies can help improve vocational education. Effective schooling studies have identified six critical factors with the greatest potential for application to vocational education settings: time on task, expectations of performance, student motivation, cooperative learning, effective learning climate, and the use of evaluation. The eight successful business practices described by Peters and Waterman in "In Search of Excellence" are also relevant to vocational education: a bias for action, close to the customer, autonomy and entrepreneurship, productivity through people, hands on--value driven, stick to the knitting, simple form--lean staff, and simultaneous loose-tight properties. Finally, school improvement policy studies focusing on the co-management of the school by the school and the district show that district support can be a key factor in improving vocational education. A seven-page bibliography is included. (SK)

ED 267 303 CG 018 883

Tesser, Abraham
Toward a Self-Evaluaton Maintenance Model of Social Behavior.
PUB DATE- Aug 85
NOTE- 50p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Models; Performance; Self Concept; *Self Evaluation (Individuals); *Social Behavior
IDENTIFIERS- *Comparison Process; Reflection Process; *Self Evaluation Maintenance Model

This paper describes the Self-Evaluation Maintenance (SEM) model of social behavior which consists of three variables: the psychological closeness of another, the relative performance of that other, and the relevance of the performance dimension to one's self-definition. The SEM model is described as involving two processes, the reflection process and the comparison process. Relationships among the three variables are hypothesized, such as the raising of one's own self-evaluation by the good performance of another person close to one's self. Experimental research is discussed which provides support for the hypotheses that when relevance is high the comparison process is more important than the reflection process and that when relevance is low the reflection process is more important than the comparison process. Findings of research on siblings are presented which also give supporting evidence for the model. The implications of this research to psychologists--which involve pro-social behavior, interpersonal relationships, and unit formation--are discussed. The predictions that the SEM model provides for relationships are discussed and the role of affect/emotion in the working of these processes is explored. Five pages of references as well as tables and figures are included. (ABL)

ED 267 317 CG 018 897

Gallant, Steve; Housden, Theresa
How Many Graduate? A Study of the Freshman Class of 1979 at San Juan High School. Revised.

San Juan Unified School District, Carmichael, Calif.
PUB DATE- Jan 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Rate; Dropout Research; *Grade Point Average; High Schools; *High School Students; *Research Problems; Student Attrition
IDENTIFIERS- *San Juan High School CA

The large number of dropouts estimated by the California State Department of Education has caused concern for educators, lawmakers, and the general public. A 1985 investigation of the graduation rate of the 1979 freshman class of San Juan High School was conducted which also sought to identify logistical problems with the collection of data needed for determining the graduation rate. Dropout research has been complicated by lack of a uniform definition of dropouts and a uniform method of estimating the dropout rate. Attrition rates overlook details about where, when, and why students dropout. San Juan High School was chosen because its student body composition resembled state averages in background and achievement and the school had a stable population and educational programs. Records were checked to determine which students who had entered as freshman did not graduate with their class. Efforts were made to locate these students and to determine their status. Logistical problems in tracking the students included the variability of record keeping and transferring, student name changes, undocumented address changes, and legal constraints on the release of student information. The overall graduation rate was found to be 76.9 percent although only 59.1 percent graduated from San Juan High in January or June of 1983. Sixty-nine students who had dropped out earned their diplomas or passed a proficiency test at a later time. The actual dropout rate was 22.6 percent. The freshman grade point averages of those who later dropped out were lower than those who subsequently graduated. (ABL)

ED 267 421 CS 209 606

A Helpful Guide for Teaching Literature: A Bibliography.
Massachusetts State Dept. of Education, Wellesley. Bureau of Educational Resource.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 5p.; Funds for printing provided by the Northwest Regional Exchange, Inc.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Elementary Secondary Education; Instructional Materials; *Literature Appreciation; Nonprint Media; Periodicals; Professional Associations; *Resource Materials; Teaching Guides

Developed in the spring of 1985 by a special task force of instructors, this bibliography lists sources to aid in teaching literature. Items are listed in the following categories: (1) books and articles that provide practical classroom applications for teaching literature, (2) books that provide a theoretical framework for the teaching of literature, (3) sources of nonprint media, (4) resources for teaching literature, (5) journals and periodicals for the teacher of literature, and (6) organizations that have information on the teaching of literature. (EL)

ED 267 509 EA 018 309

Robinson, Glen E.
Learning Expectancy: A Force Changing Education. ERS Concerns in Education.
Educational Research Service, Arlington, Va.
PUB DATE- Feb 86
NOTE- 36p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 226-00009; $7.00 prepaid; postage and handling will be added to billed orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Educational Assessment; *Educational Change; *Educational History; Educational Objectives; Educational Practices; *Educational Trends; Elementary Secondary Education; Evaluation Methods; Foundations of Education; *Learning Theories; Principals; *Research Utilization; Student Role; Teacher Role; Teacher Salaries; Teaching Methods
IDENTIFIERS- *Effective Schools Research

There have been three distinct eras in our expectations for student learning. In Era I (1837-1909), a little learning was expected from many students. Children were to be disciplined and taught the three Rs; learning was achieved through will. In Era II (1910-1975) much learning was expected from some students, but little learning was expected from other students. The learning concept, based on early studies of intelligence, was that students differed in the capacity to learn. The capacity of students to learn was considered fixed, with little if any possibility for change in the learning capacity of poor learners. In Era III, much learning is expected from all students. The learning concept is based on recent studies showing that aptitude predicts the rate, rather than the level or complexity, of learning. This research supports the belief that nearly all students can be expected to learn at satisfactory levels given sufficient time and proper assistance. Teacher roles, evaluation, and salaries have changed throughout the three eras; the role of the principal has also evolved. In Era III fundamental changes are taking place in instruction and learning based on the concept that all students can learn and on the expectation that they all will learn. (GJ)

ED 267 556 EC 182 076

A Review of Research Affecting Educational Programming for Bilingual Handicapped Students. Final Report, Volume 2.

Del Green Associates, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 83
NOTE- 396p.; For related documents, see EC 182 075-077. Parts of document contain small, broken type.
CONTRACT- 300-82-0310
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bilingual Education; *Disabilities; Educational Policy; Family Relationship; *Limited English Speaking; *Parent Participation; Program Development; Special Education

The second (containing chapters 6 through 10) of a two-volume series on bilingual handicapped students continues with a review of research. Parent involvement, education, and training in bilingual special education are considered in terms of the state of the American family and problems associated with handicapping conditions in bilingual families. Examples of efforts to enhance parent involvement are cited along with recommendations for future directions and actions. A chapter on educational policy and program development reviews legislative impacts of the field as well as impacts of field research. Various reaction papers to preceding chapters are followed by a review of selected state bilingual special education policies. Annotated bibliographies for each section are included. Among extensive appendixes are listings of materials, resources, and federal bilingual/bicultural projects by state. (CL)

ED 267 573 EC 182 094

Carlson, Betty Clark
Parent Involvement in Early Childhood Special Education: Selected Activities for Preschool Teachers.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 84
NOTE- 209p.
GRANT- G00-8200012
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Early Childhood Education; Learning Activities; Parent Education; *Parent Participation; Parent Teacher Cooperation; Special Education

The manual is designed to provide special education preschool teachers with a guide for parent involvement activities. The guide presents 32 activities divided into three topical areas: (1) communicating with parents (orientation packet, newsletter, school-home notebook, bulletin board for parents); (2) resource activities (field trips, home learning lending library, used book exchange, class cookbook, parent library); and (3) parent meetings and workshops (open house, outdoor education, language development, nutrition). Activities provide information on objectives, materials/personnel/budget, time needed, procedures, evaluation, and followup. Some activities are accompanied by materials designed to be duplicated. An annotated bibliography on parent involvement in early childhood special education is appended. (CL)

ED 267 347 CG 018 927

Lerman, Caryn; Davison, Gerald C.

The Type A Coronary Prone Behavior Pattern: Articulated Thoughts and Attributions in Achievement Situations.

PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Conference of the Association for Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Behavior; *Cognitive Measurement; *Cognitive Style; College Students; Higher Education; *Mediation Theory; *Personality Traits; Statistical Analysis
IDENTIFIERS- *Type A Behavior; *Type B Behavior

Type A behavior involves struggle for achievement, chronic time-urgency, and hostile aggression as opposed to Type B behavior, which is the absence of these behaviors. Type A behavior has been associated with the prevalence, recurrence, and future incidence of coronary heart disease. The attributions and achievement-relevant cognitions of 50 Type A and Type B male undergraduates, in response to success and failure, were assessed using a method for studying Articulated Thoughts in Simulated Situations. Subjects listened to two tapes and then verbalized their thoughts. One tape dealt with the subject imagining himself in an academic failure situation, the other in an academic success situation. The Jenkins Activity Survey was used to classify subjects as Type A or Type B. While expected A-B differences in self talk were not revealed, a pattern of relationships emerged for Type A's between causal attributions for success and failure and positive success expectancies. Significant positive correlations wre observed, for Type A's, between the frequencies of effort attribution for failure and positive success expectancies. Attributions to task difficulty and chance factors were negatively correlated with frequency of emission of positive success expectancies in response to failure. With regard to the success situation, frequencies of ability attributions and positive success expectancies were highly correlated. Analyses of the self talk of Type B's showed no relationships between these cognitions, suggesting that the mediating role of causal attribution may be of greater significance for Type A's than for Type B's. (Author/ABL)

ED 267 376 CS 008 335

O'Hear, Michael F., Ed.; Knowles, Ramona, Ed.
Journal of College Reading and Learning, Volume XVIII, 1985.
Western Coll. Reading and Learning Association.
PUB DATE- 85
NOTE- 162p.; Papers presented at the Annual Meeting of the Western College Reading and Learning Association (18th, Denver, CO, March 28-31, 1985).
AVAILABLE FROM- Western College Reading and Learning Association, P.O. Box 4576, Whittier, CA 90607 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- Content Area Reading; Criterion Referenced Tests; Critical Thinking; *Developmental Studies Programs; Higher Education; High Risk Students; Learning Disabilities; Learning Strategies; Listening Skills; Models; Piagetian Theory; Reading Ability; *Reading Instruction; *Reading Skills; *Reading Strategies; *Study Skills; Teaching Methods

Drawn from the proceedings of the 1985 Western College Reading and Learning Association, as well as articles submitted for juried selection, the papers in this journal issue focus on reading, learning assistance, developmental education, and tutorial services at the college level. Titles and authors of the papers include (1) "Reaching New Heights: WCRLA Presidential Address" (Carole Bogue); (2) "Challenges of Demographic Change" (Martha Romero); (3) "Tetrahedral Models of Learning: Application to College Reading" (Sherrie L. Nist); (4) "PLAE: A Strategy Regulation Model for Successful Independent Learning" (Michelle L. Simpson and Sherrie L. Nist); (5) "Activating Metacognitive Reading and Study Strategies in College Students" (Charlene C. Swanson); (6) "Field-Testing a Piagetian Approach to Improving College Reading Abilities" (Linda Ann Lee); (7) "Critical Thinking: Theories and Strategies in Reading, English, and Mathematics" (Roberta Yellott, Lawrence S. Dilks, Jeannette Dick, Cheryl L. Ware) (8) "The Value of Main Idea Clues for Use with College Textbooks" (Patrick J. Ashton, Michael F. O'Hear, Valli E. Pherson); (9) "Benchmark to Academic Literacy: Criterion Reference Testing in College Reading" (Brenda D. Smith and Joan M. Elifson); (10) "Support for Reading and Writing as Shared Developmental Processes" (Janice Lewis); (11) "Notemaking: More Than a Storehouse of Data" (Stephen O'Neill and Marlene G. Hynes); (12) "Listening Instruction: Awareness, Identification, and Practice" (Judy Kilpatrick); (13) "An Added Responsibility: Teaching Prospective and Active Teachers How to Teach Study Skills" (Kathy H. Carpenter); (14) "Teaching Reading Through Content Areas: Preservice Teachers' Attitudinal Change" (George Cabrera); (15) "Communicative Competence: The Student in Culture Shock" (Maureen S. Bogdanowicz); (16) "Win-Win Potential for Retention: Students Assisting Students to Succeed" (Gladys R. Shaw and Chris M. Mendoza); (17) "Success Sessions" (Walter P. Lazdowski); (18) "Learning Difficulties and Disabilities: Helping the Adult Learner to Cope" (Becky Johnen and Dale Brown); (19) "Type Preferences of Teachers and Students in Developmental Studies" (Donna S. Wood); (20) "Faculty Perceptions of a University Program for Native American Students" (V. Con Osborne and A. Garr Cranney); (21) "A Support Program for Academically Dismissed Students" (Sirkka Gudan and Donna Sudik); and (22) "The High Risk Student and the Integrated Course" (Mary E. Denman). (HOD)

ED 267 391 CS 008 372

Cranney, A. Garr
History of Reading: Resources and References for Someone Like Me.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Bibliographies; Books; *Educational History; Educational Resources; *Reading Instruction

Compiled for the beginner in the field of the history of reading, the list of resources presented in this paper may serve as a point of departure for someone interested in historical literature beyond Nila Banton Smith's "American Reading Instruction" and E.B. Huey's "Psychology and Pedagogy of Reading." Introductory information precedes the references, which are placed into categories that include general surveys, the history of American reading, ancient and medieval history of reading, sources and commentary on research methodology, historical surveys of reading subfields, special topics, and recent published collections of papers or published articles. Short annotations accompany each entry. (EL)

ED 267 437 CS 209 625

Rubin, Andee; Bruce, Bertram
Learning with QUILL: Lessons for Students, Teachers and Software Designers. Reading Education Report No. 60.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 32p.
CONTRACT- 300-81-00314; 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Observation Techniques; *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; Student Behavior; *Teacher Attitudes; *Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- QUILL (Computer Software)

QUILL, a set of microcomputer-based writing activities for students in grades two through twelve, is based on the recent research on the composing process. To help students become more experienced writers, QUILL includes two tools for writing: a planner, which helps students plan and organize their pieces, and a writer's assistant or text editor, which facilitates the revision process by making the addition, deletion, and rearrangement of text easier. QUILL also provides students with two contexts for writing. The first is an electronic mail system with which students can send messages to individuals, to groups, or to an electronic bulletin board. The second is an information management system in which writing is accessed by title, author, or keyboards. Observations from more than 150 classrooms showed children could use QUILL for genuine communicative purposes if they were provided with the right opportunities. However, QUILL's effectiveness depended on the attitudes teachers conveyed to their students about it, and on the teachers' decisions about how students were allowed to use it. (Included are six lessons on how best to use QUILL that were created during two years of field-testing in second through eighth grade classrooms.) (HOD)

ED 267 481 EA 018 184

Identifying Low Cost Energy Improvements for School Buildings: An Energy Audit Manual.

Minnesota State Dept. of Energy and Economic Development, St. Paul.

PUB DATE- 84
NOTE- 94p.
AVAILABLE FROM- Publication Sales, MCSC, 3554 White Bear Avenue, White Bear Lake, MN 55110 ($2.00; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Climate Control; Costs; Educational Facilities; Electrical Systems; Energy Conservation; *Energy Management; Equipment Maintenance; Fuel Consumption; Lighting; Scheduling
IDENTIFIERS- *Energy Audits

This manual is a guide for performing energy audits in school buildings using low- and no-cost measures found effective in Minnesota. The manual helps school maintenance and administrative personnel conduct walk-through inspections of school buildings, focusing on the energy efficiency of their equipment and operations. The measures recommended for achieving savings following the audit include making schedules for building use and equipment operation more efficient, cleaning and maintaining equipment, operating equipment at peak efficiency, and keeping the energy output of equipment at the minimum necessary level. The manual explains the value of energy auditing, how to use the auditing forms provided, what tools and equipment are required, how the energy performance of equipment can be measured, and how fuel and electric consumption data should be interpreted. Audit forms are provided for scheduling in general and for specific applications in six basic areas: boilers and central equipment, classrooms and general areas, physical education areas, shops, building exteriors, and kitchens and cafeterias. Appendixes provide a preventive maintenance checklist, lighting level recommendations, a lamp replacement guide, a review of outside air requirements for ventilation, and a discussion of various system configurations for heating, ventilating, and air conditioning. (PGD)

ED 267 540 EC 182 060

Rowland, Charity

Concrete Symbol Systems: Symbolic Skills for Children with Multiple Disabilities.

PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Deaf Blind; *Expressive Language; *Language Acquisition; Multiple Disabilities; Symbolic Learning

The paper examines the use of concrete symbol systems to make the transition from presymbolic to formal symbolic communication for deaf blind students. Comments focus on expressive use of concrete symbols and address two issues requiring further research: (1) the critical features of referent objects, concrete symbols, and concrete symbol arrays that must be considered in designing an initial symbol system; and (2) methods for moving systematically towards more conventional and abstract symbol systems. Referents, concrete symbols and symbol arrays are discussed in terms of frequency, number of distractors, specificity, and iconicity. The report offers potential training sequences to enhance the systematic progression from concrete to formal symbolic systems. (CL)

ED 267 202 CE 043 721

VOE Computer Programming: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 24p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Competency Based Education; Computers; Course Content; *Data Processing; Evaluation Criteria; Microcomputers; *Programing; *Programing Languages; Secondary Education; Student Evaluation; *Technical Education
IDENTIFIERS- BASIC Programing Language; COBOL Programing Language; FORTRAN Programing Language; RPG Programing Language

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 3-year program in computer programming. The guide consists of a course description; general course objectives; course content outlines for each of the three years of the computer programming sequence; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Included in the course content outline for the first-year course are specific objectives and lesson topics addressing the following skills: orientation to computers, computer theory, data entry, computer-related careers, software, and programming skills. The outlines for the remaining two components of the course cover programming in Beginner's All-Purpose Instruction Code (BASIC), FORTRAN, COBOL, and RPG. (MN)

ED 267 290 CE 043 996

Walters, Norma J.; And Others

Attitudes toward Disabled Persons as Perceived by Health Occupations Classroom Teachers.

PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the National Health Occupations Education Research Conference (1st, Auburn, AL, April 11-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Attitude Change; Attitude Measures; *Disabilities; *Inservice Teacher Education; *Outcomes of Education; Program Effectiveness; Secondary Education; *Teacher Attitudes; Teacher Education; Teaching Methods; Vocational Education Teachers

The effects of different instructional strategies and selected demographic variables on experienced health occupations teachers' attitudes toward disabled persons were studied. A pretest/posttest experimental design was used with three groups of randomly assigned participants. The treatment consisted of instruction by independent study, lecture, and film on identical information pertaining to disabled persons. Mulitvariate analysis of variance of scores on the Attitudes toward Disabled Persons Scale produced no significant sources although proportions of variance accounted for by the subscale scores were .89 for "personality characteristics subscale," .85 for "special treatment subscale," and .93 for "disabled in school subscale." A sequential partitioning of the sums of squares in univariate analyses was performed. There were pretest-posttest differences and differences related to varying years of occupational experience, to number of courses studied, to years of teaching experience, and to highest degree attained. Analyses of variance showed no significant differences between the three different methods of instruction. Other findings revealed that special coursework taken to teach handicapped students contributed to a positive attitude toward disabled students. It is suggested that states continue to require special preparation for all teachers who teach handicapped students. (Author/KC)

ED 267 332 CG 018 912

Facchini, Pamela Willard
The Work Interest Inventory for Special Education. WIISE Manual.
Josephine Brighton Skills Center, Wyandotte, MI.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Div. of Special Education.
PUB DATE- 85
NOTE- 28p.; An accompanying test booklet consisting of 45 pairs of photographs was not included because of reproduction problems. It is available from the source below.
AVAILABLE FROM- Pamela Willard Facchini, c/o Josephine Brighton Skills Center, 4460 18th Street, Wyandotte, MI 48192.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; *Career Awareness; *Exceptional Persons; *Interest Inventories; *Special Education; *Vocational Education; *Vocational Interests

This document is a manual for a work interest inventory to be used by examiners who want to identify the vocational preferences of special education students. The advantages of this test over others are stated to be the minimal perceptual skills and reading abilities needed to complete the answer sheet, depiction of work areas in which special education students have proven to be proficient and productive, depiction of interest areas offered by the school district, and interest areas marketable locally. The examiner's manual, test booklet, answer sheet, score sheet, and scoring grids needed are discussed. Ten vocational interests depicted in test booklet photographs are described, including photographs of students performing basic automotive, building maintenance, child care, clothing services, commercial bakery, commercial housekeeping, food preparation, food service, materials handling, and office skills jobs. Methods of taking, administering, and scoring the test are explained. A statistical analysis and results of a pilot test are presented. Procedures to adapt the inventory to local training and occupations available are described. An appendix includes descriptions of the vocational areas, the answer and score sheets, and data tables of the pilot test. (ABL)

Essential Learning Skills.
Oregon State Dept. of Education, Salem.
PUB DATE- Jan 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; *Educational Objectives; Elementary Secondary Education; Grade 3; Grade 5; Grade 8; Grade 11; *Language Skills; Outcomes of Education; *Reading Skills; *Speech Skills; State Standards; Verbal Communication; *Writing Skills
IDENTIFIERS- Oregon

Learning skills determined by Oregon teachers to be necessary for all Oregon students are presented in this booklet. The skills are divided according to seven outcome goals expected of students by the end of grades 3, 5, 8 and 11: (1) ability to demonstrate the use of vocabulary, speech, numerals, and other symbol systems essential for effective communication, computation, and problem solving; (2) ability to interpret the literal meanings of information presented in written, visual and oral communication; (3) ability to interpret the implied meanings of information presented in written, oral, and visual communication; (4) ability to evaluate content and use of written, oral, aural, and visual communication; (5) ability to generate, organize, express, and evaluate ideas in oral and written forms; (6) ability to use reasoning skills; and (7) ability to manage personal habits and attitudes, time, and instructional resources constructively in order to accomplish learning tasks. Under each of the goals are listed specific skills that identify learning outcomes needed as a basis for success in other learning tasks. (HOD)

ED 267 452 CS 505 102

Spitzberg, Brian H.
Competence in Communicating: A Taxonomy, Review, Critique, and Predictive Model.

PUB DATE- Nov 81
NOTE- 60p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classification; Communication Research; Communication Skills; Evaluation Criteria; *Interpersonal Communication; *Interpersonal Competence; *Interpersonal Relationship; Linguistic Competence; *Models; *Speech Communication
IDENTIFIERS- *Relational Competence

The construct of competence in interpersonal communication is conceptually refined in this paper, which first provides an extensive review and evaluation of the conceptual and empirical literature concerning competence and discusses a new taxonomy of competence constructs. The paper then offers a three-component model of relational competence that includes motivation, knowledge, and skill in communicative contexts. The paper concludes by identifying numerous operational criteria that represent functional outcomes of competent interaction. A 23-page bibliography and a taxonomic classification of conceptualizations/operationalizations found in the literature are included. (HOD)

ED 267 467 CS 505 236

Losee, Doug

How Communication about Stress is Conceptualized: A Comparative Disciplinary Literature Review.

PUB DATE- Feb 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Behavioral Science Research; Communication (Thought Transfer); *Communication Research; Coping; Emotional Response; Language Usage; *Resources; Responses; *Speech Communication; *Stress Management; *Stress Variables

The theoretical notions underpinning what stress is, where it is located, how it is thought to operate and with what sorts of consequences are the focuses of this paper. Beginning with a list of sources representing the medical/psychological model of stress, the paper then discusses this model, including how biologic stress is conceptualized by the medical profession, the ancient biological tradition of human response behaviors, what events can be considered stressful, what happens when a person is stressed, and what different types of stress exist. The paper then explores the role of communication in the medical/psychological model of stress, including the implications of intrapersonal communication (self-talk and cognitive evaluations). Next, the paper lists recent sources in emotion and stress in the field of speech communication and concludes with a summary of recent research in emotion and stress in the field. This final section discusses new directions in communicating emotion and stress, based on the works of Michael J. Hyde, Ross Buck, and John Waite Bowers, which deal with the function and impact of emotions, and theories of emotion communication. (EL)

ED 267 496 EA 018 259

Hansen, Kenneth H.
Choice within the System: An Issue Analysis Paper. Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS. AGENCY- Chief State School Officers of the Northwest and Pacific.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 14p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Nontraditional Education; *Public Education; Public Schools; *School Choice; School Districts; State Departments of Education; State Programs

The parental right to select a child's school involves more than the option to choose nonpublic education. This document reviews a number of policy options availaable to public education systems for providing educational choice. Options at the state level include the use of education vouchers, subsidized transfer to selected schools, and authorization of home instruction. States can also encourage options at the local level by allowing school choice within a district, permitting variations in curriculum among district schools, and providing different avenues to accreditation. Local districts can establish policies for choice by easing attendance area restrictions, enabling students to change teachers when appropriate, establishing special schools to provide focused programs for selected groups of students, and relaxing curricular rigor. Providing greater choice involves confronting administrative, fiscal, social, and political obstacles, but the potential benefits appear to warrant some degree of flexibility. (PGD)

ED 267 524 EC 182 043

Brown, Dale
Supervising Adults with Learning Disabilities.
President's Committee on Employment of the Handicapped, Washington, D.C.
PUB DATE- 85
NOTE- 11p.
AVAILABLE FROM- President's Committee on Employment of the Handicapped, 1111 20th St., N.W., Washington, DC 20036 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Employers; Job Placement; *Learning Disabilities; Perceptual Handicaps; *Supervision; *Supervisory Methods; Vocational Adjustment

Intended for employers, supervisors, and coworkers, the booklet presents guidelines for accommodating learning disabled (LD) employees. An introductory section explains the condition, describing its nature and the range of impairments it includes. Five types of learning disabilities are identified: visual, auditory, motor, tactile, and academic. The importance of careful job placement is stressed. Types of accommodations are reviewed, including use of verbal instructions for persons with dyslexia, of short, simple sentences for persons with auditory perceptual problems, and the use of additional training time for people with both auditory and visual perceptual problems. Examples of restructuring jobs to accommodate employes are offered. Suggestions for interaction include being patient and flexible and finding a quiet place for communication. A final section addresses ways a supervisor can help. Supervisors are urged to be direct and specific, to help LD employees understand the hidden rules of the organization, to treat the disability matter-of-factly, and to use common sense. (CL)

ED 267 174 CE 043 366

Pfeiffer, E. W.
School to Work Linkage--The Apprenticeship Connection.
PUB DATE- Dec 85
NOTE- 9p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985). Appended guidelines contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; *Cooperative Education; Educational Benefits; *Education Work Relationship; Guidelines; High Schools; High School Seniors; Job Training; *State Programs; Vocational Education; *Work Experience Programs; *Youth Employment
IDENTIFIERS- *New Jersey

School-to-work linkage refers to the concept of apprenticeship that begins in secondary school. It is an approach to education and training that allows high school seniors to be registered as apprentices with the U.S. Bureau of Apprenticeship and Training while completing their secondary school education. Senior high school students are employed part time as registered apprentices by local employers and continue as full-time apprentices once they have graduated (in contrast to cooperative vocational education, in which students are full-time students and part-time employees). The apprenticeship-cooperative education linkage concept involves the employment of in-school youth in registered, apprenticeable trades and a direct transition from part-time to full-time apprenticeship employment. The concept of apprenticeship-school linkage represents New Jersey's attempt to bridge the gap between apprenticeship and cooperative education. The concept addresses both the issues of school-to-work transition and high youth unemployment. While the concept of improving the school-to-work transition is not new, the apprenticeship-cooperative education linkage is unique in that it combines the apprenticeship system of training with the secondary school cooperative education curricula. (Guidelines for the New Jersey program are contained in this paper.) (KC)

ED 267 188 CE 043 703

McIlwain, Doris W.

Quality Circle Training for Community College Educators and Students and the Businesses They Serve. Final Report.

Central Piedmont Community Coll., Charlotte, N.C.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- Aug 84
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Employee Attitudes; *Employer Employee Relationship; Participation; *Participative Decision Making; *Quality Circles; Seminars; *Teacher Administrator Relationship; Training; Two Year Colleges; Vocational Education; Workshops

A project sought to extend Central Piedmont Community College's (CPCC) expertise in quality circles. Objectives were to provide low-cost quality circle training for personnel in community colleges and business and industry and to provide instruction in quality circles for college students. Three hundred educators and business people attended one-half-day seminars in initiating quality circles. Later, approximately 70 people attended five 3-day quality circle facilitator training workshops. Through seminars and management courses in different curricula, approximately 140 CPCC students were exposed to the quality circle philosophy and process. Conclusions were that educators do not appear to be ready to embrace the concept of quality circles; that industry is becoming more and more interested in employee involvement programs, especially quality circles; and that a continuing need exists for community colleges to disseminate quality circle information. Appendixes, amounting to over one-half of the report, include an overview of quality circles; a seminar announcement, a quality circles in industry brochure, handout materials and evaluation forms for seminars; instructions for facilitator training groups to teach steps in the problem solving process; and an evaluation form for educator's facilitator training. (YLB)

ED 267 218 CE 043 737

General Building Trades: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 25p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Building Trades; Cabinetmaking; Carpentry; *Construction (Process); *Course Content; Course Descriptions; Course Objectives; Educational Resources; Electricians; Masonry; Painting (Industrial Arts); Plumbing; Roofing; Secondary Education; *Trade and Industrial Education;

Vocational Education

Intended for use by all general building trades instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the general building trades program. General course objectives are then listed. Outlines of the course content are presented for these courses: general building trades I, II, and III. Suggested time and specific objectives are provided for each major topic. A listing of resource materials, which includes textbooks, curriculum guides, and filmstrip and cassette sets, is appended. (YLB)

ED 267 249 CE 043 812

Clary, Joseph R.; Nery, Karen P.

Mathematics for Drafting.

North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 73p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; *Drafting; Educational Needs; High Schools; Learning Modules; *Mathematical Applications; Mathematical Concepts; *Mathematics Instruction; Measurement; Problem Sets; Vocational Education
IDENTIFIERS- North Carolina

This set of three modules was designed for use primarily to help teach and reinforce the basic mathematics skills in drafting classes. The modules are based on the needs of drafting students in beginning courses as determined by a survey of teachers across North Carolina. Each module consists of basic information and examples and problem sheets with the solutions on the next page. Also included is a glossary of drafting terms. A set of drafting competencies that require mathematics skills (as determined by a panel of drafting and mathematics teachers) is included. The three modules cover using numbers, scaled measurement, and basic mathematics, scale, and geometry applied to drafting and technical drawing. (KC)

ED 267 304 CG 018 884

Kierulff, Stephen; Zippin, David

Knowledge, Attitudes and Beliefs Regarding Nuclear "Weapons": A Survey of Registered Voters in Los Angeles County in 1985.

PUB DATE- 14 Mar 86
NOTE- 37p.; Based on a paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attitudes; *Knowledge Level; *Nuclear Technology; *Nuclear Warfare; *Political Attitudes; Statistical Surveys
IDENTIFIERS- California (Los Angeles); Nuclear Deterrence; *Nuclear Freeze; Nuclear Weapons

This study examines the relationship between knowledge and attitudes with respect to nuclear issues, including the nuclear freeze proposal, MX missle, and Strategic Defense Initiative. Adults (N=750) drawn from a list of registered voters in Los Angeles County were sent a 53-item questionnaire. Of the respondents, 64 percent were male, 53 percent were married, 68 percent had some college education, 24 percent had graduated from high school only, 82 percent were Caucasian, 41 percent were Republicans, 40 percent were Democrats, and 54 percent had a family income between $20,000 and $50,000. Fourteen items on the questionnaire measured attitudes; 23 items measured knowledge. Knowledge questions included items such as the number of nations with nuclear weapons and if the United States nuclear warning systems have ever malfunctioned. Attitude questions included items such as agreement with a nuclear freeze and with spending money on "Star Wars" research. When controlled for education, income, and age, correlations between knowledge and attitudes revealed that voters with more knowledge were significantly more likely to support a nuclear freeze, oppose building more missiles, and oppose funding "Star Wars" research. Five tables and three pages of references are included. (Author/ABL)

ED 267 318 CG 018 898

Blai, Boris, Jr.
Alcoholic Women Workers.
PUB DATE- 86
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Education; *Alcoholism; Drinking; *Employed Women; Employers; Females; Program Development; *Program Effectiveness; Sex Differences
IDENTIFIERS- *Employee Assistance Programs

The National Institute on Alcohol Abuse and Alcoholism awarded contracts to assemble information about practices which identify, refer, and treat employed women alcoholics. In Phase I data were collected on the frequency of use of employee assistance programs by women alcoholics. Findings indicated no great differences between men and women. Penetration rates--the proportion of those experiencing drinking problems who have been referred to employee assistance programs for help--were lower for women than for men, although overall rates were low for both men and women. In Phase II interventions were designed and implemented to meet the needs of women workers. One contractor's program was successfully designed to attack lower female penetration rates by training supervisors to be alert to their attitudes towards female employees and by conducting group sessions for women to deal with their problems. In Phase III the effectiveness of such programs for women workers was measured. Occuptional alcoholism programs are growing in numbers and are resulting in cost savings for companies by reducing absenteeism and lost working hours. (ABL)

ED 267 362 CG 018 943

Clinical Social Work. State Laws Governing Independent Practice and Reimbursement of Services. Fact Sheet for the Honorable Daniel K. Inouye, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-55FS

PUB DATE- Feb 86

NOTE- 51p.

AVAILABLE FROM- U.S. General Accounting Office. P.O. Box 6015, Gaithersburg, MD 20877 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Definitions; *Insurance; *Social Work; *Social Workers; *State Legislation; *State Licensing Boards

IDENTIFIERS- *Medicaid; *Reimbursement Programs

This fact sheet on state laws governing the independent practice and reimbursement of services for clinical social workers contains information from questionnaires sent to the state agencies responsible for health insurance regulations and Medicaid and licensing activities. Information on Ohio, the only state which did not respond, is not included. The information in this fact sheet covers three areas: (1) licensing, registration, or certification practices applicable to social workers; (2) recognition of social workers in private practice as alternative providers of mental health services for insurance purposes; and (3) recognition by state Medicaid programs of social workers in private practice as alternative providers of mental health services. Included are sections on objectives, scope, and methodology; the definition of clinical social work; a summary of information obtained on clinical social work; state licensing of social workers; recognition by state for insurance purposes; and recognition by Medicaid. Appendix I contains qualifications and definitions from national social work associations. Appendix II gives the various definitions of social work used by the 31 states that do license social workers. Appendices III and IV examine licensing and insurance provisions for the 19 practice-restrictive states and Appendix V looks at licensing and insurance provisions for the 12 title-restrictive states. Three data tables are provided which show social work license restrictions and insurance recognition by state and which list information on clinical social work licenses in practice- and title-restrictive states. (NRB)

ED 267 392 CS 008 375

Fillenworth, Ceil; Rauch, Margaret

Pairing Content and Process: Some Observations.

PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Plains Regional Conference in Reading (13th, Minneapolis, MN, November 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Higher Education; *High Risk Students; History Instruction; *Language Arts; *Learning Activities; Learning Disabilities; Learning Problems; *Remedial Programs; Sciences; *Teaching Methods
IDENTIFIERS- *Paired Classes; *Paired Teaching

Although a college program to retain high risk freshmen--those who fall below the 50th percentile of their graduating class--can result in increased academic success, a number of concerns must be addressed. The structure of one such program contains three components: the paired course curriculum, a career planning and personal goal exploration course, and the advising component. The paired class concept requires that students take core classes (English, speech, or reading) with another content area class (history, biology, or philosophy), allowing students to see the connection between academic disciplines. The orientation and personal/career goal exploration course provides a solid background and foundation for those students who lack self-esteem and focus poorly on goals, is comprised of large group activities involving graduate students, and includes peer advising in a small group of ten students or less, where intensive individual instruction and assistance are provided. Faculty advisors provide students with extensive one-on-one advice regarding career choices, personal goal setting strategies, and appropriate courses. Paired faculty meet in a spring workshop to coordinate the following year and discuss course requirements, teaching materials, and class procedures. A review of the data regarding the program indicates that it has achieved a degree of success. (EL)

ED 267 407 CS 209 586

Selfe, Cynthia L.
Slouching toward Bethlehem: Where Are We Going? Working Draft.

PUB DATE- 15 Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Critical Thinking; *Educational Needs; Educational Technology; Elementary Secondary Education; English Instruction; Research Needs; Teacher Attitudes; *Teacher Role; *Writing Instruction

English teachers tend to welcome computers uncritically into the classroom, resulting in three problem areas: (1) a lack of critical thinking about computers and their role in writing pedagogy; (2) a limited selection of computer-assisted instruction that is both theoretically and pedagogically sound; and (3) a limited program of research on the effects of computers on writing, writers, and the teaching of writing. Without advanced planning or systematic faculty discussions about the role of computers in writing instruction, teachers may find themselves with purchased software that has not been tested or with software that has been recommended by computer scientists who have little or no understanding of composition theory and research. When English teachers do take the time to examine computers from a fresh vantage point, they need to take a critical look at the software and look for programs that take students beyond drill and practice, grammar and spelling, and games and graphics. Similarly, teachers need to take advantage of the computer research that has already been done, to continue to explore the effects of computers on writing, and to strike out in some new directions of their own. (HOD)

ED 267 557 EC 182 077

A Review of Research Affecting Educational Programming for Bilingual Handicapped Students. Executive Summary.

Del Green Associates, Washington, DC.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Oct 83

NOTE- 78p.; For related documents, see EC 182 075-076. Data tables contain small print.

CONTRACT- 300-82-0310

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Bilingual Education; Cognitive Development; Curriculum; *Disabilities; Educational Policy; Elementary Secondary Education; Language Acquisition; *Limited English Speaking; *Program Development; *Special Education; State Standards; *Student Evaluation; Teacher Education

The report summarizes information from a review of the literature on bilingual special education. Seven topics are addressed by consultants who were directed to prepare a synthesis of the literature, develop a comprehensive annotated bibliography, and present findings and recommendations for further research at a 2-day conference. The following major areas are examined: (1) demography (general language minority population data, geographic location/residential patterns); (2) assessment (the need for an effective system to collect, analyze, and disseminate data about linguistic minority children); (3) cognitive linguistic development (significance of labeling); (4) teacher training (results of a national needs study); (5) curriculum and instructional methods (cultural relevance in curriculum, research questions related to language interventions, alternative service delivery models); (6) parent involvement, education, and training (funding of a leadership training institute for parent involvement, development of resource materials); and (7) educational policy and program development (recommended policy options). An assessment of selected state bilingual special education policies and information is followed by recommendations for continued research in bilingual special education. (CL)

ED 267 574 EC 182 095

Shaw, Stan F.; Norlander, Kay A.
The Special Educator's Role in Teacher Training for Personnel Working with Learning Disabled College Students.
PUB DATE- 14 Nov 85
NOTE- 12p.; Paper presented at the Annual Conference of the Teacher Education Division, Council for Exceptional Children (8th, Alexandria, VA, November 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; *Learning Disabilities; *Program Development; Special Education Teachers; *Teacher Education

The paper describes the need for increased training in services for learning disabled (LD) college students, noting large increases in numbers of LD students attending college. The role of special education teacher trainers in serving this population is stressed. Training roles are considered for special education teacher trainers in direct service and leadership training. Approaches to training are said to require cross-disciplinary efforts with input from counseling, school psychology, higher education, and special education, as well as rehabilitation. Direct service personnel competencies are seen to include assessment of adults, implementation of academic and learning strategies interventions, individual and group counseling, and consultation with college faculty. Leadership personnel require competencies in applied research and program evaluation. (CL)

ED 267 234 CE 043 765

The Establishment of a Centralized Institutional Unit for Job Development, Placement, and Data Monitoring. Occupational Education Research Project. Final Report.

Guilford Technical Community Coll., Jamestown, NC.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.

PUB DATE- Jul 85

NOTE- 26p.; For the related Procedures Manual, see CE 043 766.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Education; *Centralization; *Community Colleges; Data Collection; Dropout Research; Educational Research; *Employment Services; Followup Studies; Graduate Surveys; Information Networks; *Job Development; *Job Placement; Occupational Information; Postsecondary Education; Program Development; Program Evaluation; *Statewide Planning; Two Year Colleges

IDENTIFIERS- *North Carolina

Guilford Technical Community College (GTCC) received a grant to establish a centralized unit for job development, placement, and data monitoring that could serve as a model for the North Carolina Community College System. The first goal of the project was to establish a centralized method for collecting, recording, and maintaining job placement data. Emphasis was placed on centralizing information about placements rather than on the function of placement. Next, a survey of early school leavers was developed and piloted as part of an effort to develop an evaluation model to determine the success of GTCC in providing true marketable skills for early leavers. Project staff worked with faculty, staff, students, and area employers to develop graduate followup, student employment, and exit surveys dealing with curriculum, jobs, and placements. A fourth aspect of the project involved the development of strategies and procedures for compiling and analyzing institutional data relating to jobs and placements. The fifth goal of the project was to assist instructional departments in evaluating program effectiveness. Because the project was subject to a 12-month time frame, it was decided to postpone any program evaluation activities until project staff could develop strong working relationships with GTCC faculty. (MN)

Career Passport. Experience Profile Guide.
Fayette County Public Schools, Lexington, Ky.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Background; Career Education; *Employment Qualifications; High Schools; Job Search Methods; *Resumes (Personal); Secondary Education

This guide is intended to help the student develop an experience profile--similar to a resume--on himself/herself that can be used to assist him/her in finding a job and in planning a career. Each of the eight sections in the guide is designed to help the student think about and write in complete sentences information that will be used to build the experience profile. The eight sections are (1) background information, (2) volunteer experiences, (3) leisure activities, (4) paid work experiences, (5) education and training, (6) work-related attitudes, (7) experience-related skills and abilities, and (8) references. Each section provides instructions on how to complete corresponding pages (forms) in the attached Career Passport Experience Profile, as well as any other activities/exercises included in that section. Attachments include a job hunting guide outline with steps to successful job hunting and the Career Passport Experience Profile. (YLB)

ED 267 277 CE 043 950

D'Amico, Joseph J.; Adelman, Sheryl P.

Throwing the Baby out with the Bathwater: The Impact of Curriculum and Promotion Requirements on a Successful Business Education Program.

PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; *Academic Standards; Cooperative Programs; Disadvantaged Youth; Dropout Prevention; *Educational Improvement; Educational Quality; *Graduation Requirements; *High Risk Students; High Schools; *Office Occupations Education; Program Effectiveness; *State Legislation; Vocational Education; Work Study Programs
IDENTIFIERS- Chapter 5 (Pennsylvania); *Pennsylvania; Philadelphia Business Academies

Recent studies showing the need for improvements in the educational system in the United States have resulted in strengthening of academic requirements, upgrading of standards for promotion, and increased course loads in high schools throughout the country. Pennsylvania is no exception to this trend; the passage of Chapter 5 legislation, which went into effect in 1985, upgrades graduation and promotion requirements for high schools. The effect of these new requirements on vocational education is questionable. For example, one program, the Philadelphia Business Academies (PBA), has an outstanding record of success in serving low-income, educationally disadvantaged students who are at high risk for dropping out. The five PBAs are mini-schools within traditional high schools and teach office occupations education. Since 1972, they have achieved results such as 90 percent average attendance rate (versus 70 percent in regular programs), almost zero dropout rate, and 85 percent job placement. The PBAs have had a reputation for being elite and offering a unique service to their students. As a result of Chapter 5, however, the students can no longer move as a group, they no longer take academic subjects from vocational teachers, and they have more academic requirements and less time for office skills courses and work experience placements. Also, teachers in the program seem disconcerted by the changes, especially because they no longer have common planning time to coordinate their efforts for students. Results are mixed, however, since at present the absenteeism, dropout, and job placement rates seem to be about the same as previously. It is feared, however, that as more students are affected by Chapter 5, the PBAs will serve fewer at-risk students, and help for these students will be diminished. The appendix offers a questionnaire exploring the effects of Chapter 5 on PBA teachers, students, program structure, and outcomes. (KC)

ED 267 482 EA 018 185

Booth, Ronald R.; And Others
Collective Bargaining in Illinois Schools, 1984-85. A Research Report in Four Parts: 1--Current Status; 2--Impact on Decision Making; 3--Salary Comparisons; 4--Teacher Benefits.
Illinois Association of School Boards, Springfield.
PUB DATE- 85
NOTE- 84p.; Small and/or light print in tables may affect legibility.
AVAILABLE FROM- Publication Sales, Illinois Association of School Boards, 1209 South Fifth Street, Springfield, IL 62703 ($12.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Collective Bargaining; Decision Making; Elementary Secondary Education; Fringe Benefits; Power Structure; Questionnaires; School Administration; School Districts; School Statistics; State Surveys; Statistical Data; Tables (Data); *Teacher Employment Benefits; Teacher Participation; *Teacher Salaries
IDENTIFIERS- *Illinois

In October 1984 the Illinois Association of School Boards mailed four-part questionnaires concerning collective bargaining and salaries to superintendents in 940 of the 1,006 school districts in Illinois. This report arranges the data from the 582 responses into tables providing information concerning four broad subjects: the current status of collective bargaining, the effects of collective bargaining on decision-making, the differences between teacher salaries for the 1984-85 school year and those for the previous year, and the costs of teachers' fringe benefits. The data concerning the status of collective bargaining are broken down to show regional differences and differences between districts that engage in bargaining and those that do not. The second set of tables, focusing on decision-making, breaks down data on the extent of teacher participation in school administration according to geography and the application of collective bargaining agreements. The salary comparison data cover raises, salary levels, and relationships between teacher background salary, and are broken down by bargaining status, geography, and other factors. Variables used in breaking down the teacher benefit cost data include geography, bargaining status, and district size. The questionnaire used is included and highlights of the survey findings are noted. (PGD)

ED 267 510 EA 018 310

Acheson, Keith A.; Smith, Stuart C.
It Is Time for Principals to Share the Responsibility for Instructional Leadership with Others.
Oregon School Study Council, Eugene.
PUB DATE- Feb 86
NOTE- 30p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Instructional Development; Instructor Coordinators; Leadership; Peer Evaluation; *Principals; School Administration; *School Supervision; Supervisor Qualifications; Supervisory Training; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- *Instructional Leadership

Instructional leadership is leadership that is directly related to the processes of instruction where teachers, learners, and the curriculum interact. These three elements constitute the domains of the instructional process. The principal alone often cannot be effective in the supervisory role because of lack of time, lack of specific training and expertise in the techniques of supervision, and the tension caused by the fact that the principal is usually the evaluator as well as the supervisor of teachers. The supervisory role could be carried out more effectively if the evaluation and supervision functions were separated and if principals were given training and experience in systematic observation and feedback techniques. The principal would provide formal evaluation for summative purposes while teachers would be trained to observe one another and to provide feedback for formative purposes as part of the staff development program. Other instructional leadership roles would be assigned to department heads, teaching colleagues, project directors, computer coordinators and program developers, and other administrators. Supplementary resources that could be tapped include students, self-analysis, support groups, referrals, and plans of assistance. In this way, principals could assume important new roles in such areas as inservice training, staff development, and probationary teacher work. (GJ)

ED 267 541 EC 182 061

Home Health Care for Chronically Ill Children: Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Ninth Congress, First Session on Examining the Needs for Pediatric Home Care for Children with Long-Term Illnesses and Disabilities.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-132

PUB DATE- 18 Jun 85

NOTE- 252p.; Parts of the document have small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Cancer; Diseases; *Financial Problems; Financial Support; Health Services; Hearings; *Home Programs; *Medical Services; *Special Health Problems

IDENTIFIERS- *Chronically Ill Persons; Congress 99th

The proceedings of the 1985 hearing address issues in pediatric home care for children with long-term illnesses and disabilities. Statements of parents center on extreme expenses of home care and the difficulties of finding financial aid. Additional testimony is offered by representatives of home health care agencies, physicians involved in care of children with long-term illnesses and disabilities, senators, staff of infant programs, and health care administrators. Among additional material appended are articles on home care for children with cancer and serious handicapping conditions. These include: "Health and Federal Leadership" (New York Times); "Home Care for Children with Serious Handicapping Conditions" (Department of Health and Human Services); "Home Care for the Child with Cancer" (Ida Mantinson, and others); "The Cost of Home Care for Dying Children" (Gay Moldow); "Professionally Speaking, from Research to Reality--Home Care for the Dying Child (American Journal of Maternal Child Nursing). (CL)

ED 267 203 CE 043 722

VOE Data Processing: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 15p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Business Skills; *Course Content; Course Descriptions; Course Organization; *Data Processing; Educational Needs; *Educational Objectives; Educational Resources; Entry Workers; Equipment; Job Skills; Job Training; Microcomputers; Occupational Information; *Office Occupations Education; Secondary Education; Vocational Education

This scope and sequence guide, developed for a data processing vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, and audiovisual aids. Course content includes

principles of data processing and their relation to business and industry; computers--their characteristics and functions; and job qualifications for the various disciplines in the computer and data processing fields. The course also provides the student with an understanding of such key topics as the history of data processing, the operation of various types of data processing equipment, and the application of the different data processing methods to typical business situations. Students who successfully complete this course using data entry equipment should be qualified for an entry-level position. (If no equipment is available, students can complete the course using available materials and equipment.) (KC)

ED 267 219 CE 043 738

General Metals: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 33p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Course Content; Course Descriptions; Course Objectives; Educational Resources; *Industrial Arts; Machine Tools; Machinists; Metals; *Metal Working; Secondary Education; Sheet Metal Work; Vocational Education; *Welding

Intended for use by all general metals instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the general metals program. General course objectives are then listed. Outlines of the course content are presented for these courses: general metals I, II, and III. Suggested time and specific objectives are provided for each major topic. A listing of resource materials, which includes textbooks and filmstrips, is appended. (YLB)

ED 267 250 CE 043 813

Clary, Joseph R.; Nery, Karen P.
Mathematics for Electronics.
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 139p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competence; Competency Based Education; Educational Needs; *Electricity; *Electronics; High Schools; Learning Modules; *Mathematical Applications; *Mathematical Concepts; *Mathematics Instruction; Metric System; Problem Sets; Vocational Education
IDENTIFIERS- North Carolina

This set of 20 modules was designed for use primarily to help teach and reinforce the basic mathematics skills in electronics classes. The modules are based on electronics competencies that require mathematics skills, as determined by a panel of high school electronics and mathematics teachers. Each module consists of one or two pages of basic information, including a brief discussion of the electronics concepts involved, formulas, and examples showing how the formulas are used. Following the information sheet(s) are several sheets of problems for the students to work; solutions are included. Also included with the modules is a "teach sheet" of basic mathematics rules, and a module on metrics. Topics covered by the modules are the following: mathematics rules, broadcast frequency, calculating cost of power, calculating power, circuit value, decibels, frequency, horsepower, impedance, instantaneous sine voltage, metrics, Ohm's Law, Op-amplifiers, reactance, rectification, resistance (parallel), resistance (series), transformer ratios, voltage, and wavelength. (KC)

ED 267 333 CG 018 913

Hill, Kenneth A.; And Others

Sociometric Status and Sex Differences in Children's Friendship Preferences.

PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Altruism; Elementary Education; Elementary School Students; Foreign Countries; *Friendship; Grade 3; Grade 6; *Interpersonal Attraction; *Preadolescents; *Prosocial Behavior; *Sex Differences; Social Behavior
IDENTIFIERS- Canada; *Popularity

The relationship between altruistic behavior and popularity found in young children becomes much less defined with older children. In a paired-comparison procedure, 144 children from two elementary schools ranked the relative attractiveness as a potential friend of four fictional children described as altruistic, prosocial-aggressive, good at sports, or group-oriented. The sociometric status of the children on these variables was also assessed, in addition to liking measures. The results revealed marked sex and grade differences both in the rankings and in the correlations of the sociometric measures. In general, both boys and girls ranked the altruistic child highest and the group-oriented child a close second, with the prosocial-aggressive and good-at-sports child considerably lower. However, the sociometric data revealed a much different picture of how these variables could predict actual liking among this sample, especially among the older children. While all variables were significantly correlated with liking in the third grade sample, only group orientation and being protective of friends predicted liking in sixth grade boys, and only being good at sports predicted liking for sixth grade girls. Most importantly, the correlations between altruism and liking declined significantly in the older children such that altruism bore no relationship to social acceptance nor to any of the remaining sociometric variables. These results are consistent with recent research showing that altruistic behavior may have a questionable status among preadolescents (especially boys). (Author/NRB)

Forrest, Linda; And Others
The Elimination of Sexism in University Environments.
PUB DATE- Jun 84
NOTE- 37p.; Paper presented at the Annual Campus Ecology Symposium (2nd, Pingree Park, CO, June 25-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; College Students; *Faculty Development; *Females; Feminism; Higher Education; *Sex Differences; *Sex Discrimination; Sex Fairness; *Student Development

Sexism in educational institutions has limited women's careers, educational opportunities, and employment. Examples of this inequity include the facts that: (1) few women are chief executives in colleges; (2) women faculty earn less than men faculty; and (3) implicit and explicit attitudes such as the "old boy" network cause problems for women. Scholars have begun to re-examine theories of human development for deficiencies in male-produced theory. Feminist scholars have found current campus environments not conducive to female growth and development because of a lack of support for women students' goals and lifestyles. Women may be more sensitive to the ill effects of their environment than are men. A conducive environment for women would recognize intimacy, responsibility for others, and the quality of relationships. Campus organizations would emphasize open, dynamic structures rather than hierarchial ones. Rules would fit the individual and process would revolve around the ability to care for others. An ecosystem model for managing the campus environment would be designed to include valuing, goal setting, programming, fitting, mapping, observing, and feedback with women's needs as a structure. Campus environments can be redesigned to maximize growth and development for all students. (ABL)

ED 267 423 CS 209 608

Oregon Statewide Assessment: Writing, Grade 8, 1985.
Oregon State Dept. of Education, Salem.
PUB DATE- Oct 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; *Evaluation Criteria; Grade 8; Junior High Schools; Junior High School Students; Paragraph Composition; Scores; *State Programs; State Standards; Test Interpretation; *Writing Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Analytical Scoring; Oregon

In the spring of 1985, the Oregon Department of Education conducted an assessment of eighth graders' writing skills. It was the first statewide assessment to be scored analytically according to six traits: ideas and content, organization and development, style, word choice, syntax/sentence structure, and conventions (grammar, punctuation, spelling, usage, capitalization and paragraphing). After the tests were scored, an interpretive panel of teachers and curriculum specialists convened to draw conclusions about the strengths and weaknesses in student performance and to identify key issues for consideration in the future. Among their findings and recommendations are the following: (1) student performance was least acceptable on the traits of ideas and content, and organization and development; (2) student performance on the other four traits was relatively more acceptable, though improvement is desirable; (3) careful consideration should be given to the prompts used in subsequent assessments; (4) information on ideas and available resources that can help teachers of writing should be provided; and (5) the scoring guide used to rate student papers for the assessment reflects strong parallels with the teaching of writing as a process. (Test results are included, as well as the analytical scoring guide.) (HOD)

ED 267 453 CS 505 138

Berghammer, Gretta
Teaching Values through Drama.
PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Theatre Association (Toronto, Ontario, Canada, August 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acting; *Creative Dramatics; *Drama; *Dramatics; Elementary Secondary Education; Scripts; Skits; Teaching Methods; *Values Clarification; *Values Education

One dramatic technique to aid students in their discovery of values and value systems is "theatre-in-education" (TIE), a theatre event that takes place in schools, with actors working through roles for and with children. TIE aims to fuse education and theatre by having team members function as both teachers and actors, and the audiences of young people participate as both themselves and characters. TIE programs can be grouped into five categories ranging from full participation (category I), to full performance (category V). Topics that can be explored through TIE are personal freedom, peer pressure, and racial tolerance, leading students to consider their values of fairness, equality, individuality, and independence. Three programs suggesting the nature and range of TIE programs are at the Cockpit Theatre in London, the University of Texas at Austin, and the University of Northern Iowa. (Discussion of the objectives and procedures in each program comprises the major portion of this paper.) (EL)

ED 267 468 CS 505 237

Holeman, C. A.
The Current Situation in E.S.S.s--As I See It.
PUB DATE- 28 Aug 85
NOTE- 72p.; Transcript of lecture presented at the Kitakyushu University English Study Society (ESS) Intensive English Training Camp, Seinen-no-ie, Matsuyama, Shikoku, Japan, August 28, 1985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Drama; Educational History; *Educational Philosophy; Foreign Countries; Higher Education; *Institutes (Training Programs); Leadership; *Speech Communication
IDENTIFIERS- *English Study Societies; *Japan

A speech given by C.A. Holeman at the Kitakyushu University English Study Society (ESS) Intensive English Training Camp in 1985 concerning the history and status of ESSs is presented in this booklet. The contents of the lecture are organized according to the following topics: history and number of ESSs, names, activities, debate, types of speeches, major speech contests, drama, discussion, strengths of ESSs, weaknesses of ESSs, attitude of members, leadership, limited tenure, United States-Japan debate gap, the future of ESSs, freshmen, and dreams for the future. The booklet includes the contents of the question and answer period following the lecture, and concludes with a speech given by C.A. Holeman at the Inauguration Ceremony of Japan Universities ESS League and his vita. (HOD)

ED 267 497 EA 018 261

School Enrollment--Social and Economic Characteristics of Students: October 1984 (Advance Report).

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- Nov 85
NOTE- 15p.; Statistical tables contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 003-001-90803-4; $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Enrollment Trends; Postsecondary Education; *Racial Composition; School Demography; *Statistical Data; Student Characteristics; Tables (Data)
IDENTIFIERS- Current Population Survey

This report presents summary data on school enrollment for 1984 and some of the important changes that have occurred in recent years. The data are from the October school enrollment supplements to the Current Population Survey. Some highlights of the topics discussed in this report are: (1) in October 1984 there were 58.8 million persons 3 years old and over enrolled in school; (2) elementary school enrollment was at about 26.8 million, 7.1 million fewer than in the peak year, 1970; (3) high school enrollment was 13.8 million, about 2 million below the 1975-77 peak; (4) there were 12.3 million college students, as there had been in the previous 3 years; and (5) the proportion of black high school graduates under 25 years old with some college experience fell from 50 percent in 1976 to 45 percent. Particular attention is paid in the report to trends in college enrollment by race. Twelve tables present the data and make up the bulk of the document. Analyses of aspects of the data are presented in text form. The source of the data and the reliability of the estimates are assessed in an appendix. (PGD)

ED 267 525 EC 182 044

ACRES Rural Parent Resource Directory.
American Council on Rural Special Education.
PUB DATE- Sep 85
NOTE- 100p.; Compiled by the ACRES Rural Family-Professional Partnerships Task Force.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Gifted; Organizations (Groups); Parent Associations; *Resources; *Rural Areas

Intended for parents of handicapped children in rural areas, the directory lists a variety of resources available to families. A section on general information lists materials for parents; academic programs for handicapped and gifted children; prevocational and vocational training programs; physical, recreational, and social/emotional programs; and parent and teacher training resources. Parent groups and resources are then identified by state for 30 states. Additional resources are listed under the following headings: national organizations and hotlines; American Council on Rural Special Education (ACRES) Resource exchange; literature and films (on topics such as advocacy and legal rights, recreation, catalogs, and magazines); parents' voices (concerns, suggestions and ideas written by parents for professionals and other parents); and excerpts from the Rural Special Education Quarterly. A final section details the work of the ACRES rural family professional partnerships task force. (CL)

ED 267 575 EC 182 096

Hedbring, Charles
Computers and Autistic Learners: An Evolving Technology.
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Hedbring and Associates, Suite 1712 Master Apts., 310 Riverside Dr., New York, NY 10025 ($7.95, $5.95 for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; *Communication Aids (for Disabled); *Computers; Computer Software; Demonstration Programs; Program Development; *Severe Disabilities

A research and demonstration computer center for severely handicapped autistic children, STEPPE-Lab, which uses computers as an augmentative communication and instructional system, is described. The article first reviews the keyboard, joystick, mouse, and drawing tablet as augmentative devices for helping communication disordered children interact more meaningfully with their environment. Noted is the lack of empirical software appropriate for this population. The software packages developed by STEPPE are discussed with information on curriculum areas and perceptual motor skills emphasized. Also considered are the logic and requirements for evaluating the content validity of commercial software from an empirical perspective. Guidelines are offered for

marshalling political support for computer demonstration centers. Five long-term goals for the project are identified, including issues of overselective responding and generalization. (CL)

ED 267 175 CE 043 565

Phelps, William R.

Non-Discriminatory Psychological Assessment of the Handicapped.

West Virginia State Dept. of Education, Charleston. Div. of Vocational Rehabilitation.

PUB DATE- 22 Sep 80

NOTE- 59p.; Small or broken type in appendixes may affect legibility.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Blindness; Change Strategies; Civil Rights; Court Litigation; Deafness; *Disabilities; Educational Legislation; Educational Needs; Federal Legislation; Needs Assessment; *Nondiscriminatory Education; Personnel Selection; Physical Disabilities; Postsecondary Education; *Psychological Testing; School Districts; State of the Art Reviews; State Standards; Statewide Planning; *Test Bias; Test Items; Test Validity; Vocational Education; *Vocational Evaluation; *Vocational Rehabilitation

IDENTIFIERS- Rehabilitation Act 1973; West Virginia

In 1979 the National Research Council established a panel to study testing of handicapped people for selection and placement purposes in educational and employment settings. The study involved the review of relevant literature, solicitation of pertinent information from organizations representing handicapped persons and from professionals involved in selection and placement both in education and employment, review of current legislation and existing data on the effects of current practices of testing handicapped persons, and analysis of strategies used by organizations and institutions to address the needs of handicapped persons. Analysis of data from the study resulted in the formulation of nine recommendations to the West Virginia Department of Vocational Rehabilitation concerning psychological testing of disabled populations. (Appendixes to this monograph include guidelines for reporting criterion-related and content validity, Equal Employment Opportunity Commission guidelines on employee selection, classified lists of representative tests, a list of psychological tests used in the Kanawha County School System in West Virginia, West Virginia State guidelines for administering psychological tests to disabled individuals, special provisions for handicapped individuals in Federal civil service employment regulations, lists of tests used with disabled persons receiving services at the West Virginia Rehabilitation Center, and discussions of selected court decisions pertaining to psychological assessment of handicapped persons.) (MN)

ED 267 264 CE 043 886

Price, William T., Jr.
A Needs Assessment Model for Marketing Education.
PUB DATE- 6 Dec 85
NOTE- 31p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Distributive Education; Educational Needs; *Educational Research; Group Dynamics; *Marketing; *Needs Assessment; *Problem Solving; Research Methodology
IDENTIFIERS- *Nominal Group Technique

The nominal group technique (NGT), a needs assessment methodology that can be effective in many situations related to marketing education, is used to identify and collect information in a small group setting. It is a special purpose group process appropriate for identifying elements of a problem situation, identifying elements of a solution program, and establishing priorities. The NGT process involves five steps: introduction to meeting, silent generation of ideas in writing, round-robin listing, discussion for clarification, and ranking of items. NGT applications for marketing education include assessing needs for inservice training, training within marketing occupational areas, training for marketing education students, and marketing education program development. The report includes a practical example of how the NGT can be used in a research study related to the services that a local merchants' association could offer its members to facilitate problem solving. Phase one of the study involves using the NGT to identify major problems faced by member businesses and to identify services that can be offered to help them. Phase two involves using a survey to reaffirm Phase one data. The study demonstrates how the two methods can complement one another and provide for strong research design. (YLB)

ED 267 291 CE 043 997

Huffman, Marcia D.
Employment and Hawaii's Elderly.
Hawaii State Commission on Manpower and Full Employment, Honolulu.
PUB DATE- Feb 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); *Attitudes; Demography; Early Retirement; *Employment Level; *Employment Patterns; *Employment Practices; Employment Problems; Employment Programs; Middle Aged Adults; *Older Adults; Personnel Policy; Retirement; State Programs; Work Attitudes
IDENTIFIERS- *Hawaii

A study was conducted in Hawaii to determine the status of elderly persons in regard to employment, as well as attitudes toward employment of the elderly, defined in this study as aged 55 and over. Elderly persons aged 65 and over are the fastest growing segment of Hawaii's population, projected to increase from 73,700 in 1980 to 141,000 in 2000. Attitude surveys showed that older and younger groups of workers differ more within each group than they do between age groups. The survey also showed that older workers have better attendance records than the general work force; that the difference in productivity between older and younger workers is less then the difference within the ranks of any age group; that, although older managers take longer to make decisions and are more hesitant to take risks, they are more capable of evaluating information and making decisions than younger managers; and that mind set, attention, motivation, and physical state affect intellectual performance more than age does. (In addition to the information on attitudes, the report contains a profile of the elderly, information on unemployment, retirement, and employment policies and practices of and toward the elderly, a review of existing employment programs for the elderly, and a list of resource persons. Appendixes contain numerous tables of data about age as related to employment.) (KC)

ED 267 319 CG 018 899

Lynch, Sherry K.

Counseling Date Rape Survivors: Implications for College Student Personnel Professionals.

PUB DATE- 25 Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counseling Services; *Females; Group Counseling; Higher Education; *Rape; *Student Personnel Services; *Victims of Crime
IDENTIFIERS- *Date Rape

A general legal definition of rape is sexual intercourse forced on an individual by another against his/her will and overcoming his/her resistance. Although the female is usually referred to as the survivor and the male as the perpetrator, there are cases of male rape. Rape may be divided into stranger rape and acquaintance rape. Types of intercourse can also be depicted on a continuum from consenting sex through bribery to stranger forced rape. Date rape (acquaintance rape) can involve five types of force including making the female feel bad, pressuring for sex, refusal to take "no" for an answer, the view that sex is the male's right because of being led on, and emotional blackmail. Surveys have revealed that the frequency of date rape is high on college campuses with up to 20 percent of college women reporting that they have been raped. Underreporting of rape may be due to acceptance of violence in social settings and fear of retaliation. Counseling date rape survivors is important. The rape response includes the first acute reaction, outward adjustment, and integration or resolution. Counseling needs to address feelings of powerlessness, guilt, low self-esteem, trust, and anger. A Sexual Assault Survivors Group is beneficial for college students. Group discussions on relationships, family reactions, nightmares, self-destructive behaviors, and sexuality all help the survivors. After participation, survivors will have a new awareness of rape in society. Other college rape counseling programs focus on self-defense, assertiveness, responsible sexuality, and rape prevention. (ABL)

ED 267 363　　　　　　　　　　　　　　　　　　　CG 018 944

Hannah, Gregory L.; Rave, Elizabeth J.

Time-Series Analysis of Therapeutic Process and Outcome: An Eating Disorder.

PUB DATE- Aug 85

NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anorexia Nervosa; *Cognitive Restructuring; *Counseling Effectiveness; *Counseling Techniques; *Eating Habits; Research Needs

IDENTIFIERS- Bulimia; *Eating Disorders; *Time Series Analysis

Much literature on eating disorders has been published since the late 1970's but authorities still do not agree on terminology or diagnostic criteria. Suggested therapies have included group therapy, individual and family therapy, medical procedures, incorporation of an anxiety model, behavior therapy, and feminist therapy. Therapists need to evaluate the results of each type of therapy. An interrupted time-series analysis is used in this case study. The subject was a 22-year-old white female who described her problem as over-eating and binging. Cognitive behavioral therapy was used. Two variables were used in analysis: the number of meals per day and the number of meals per day preceded by an uncomfortable emotion. While the quantity of meals remained stable, the proportion of client-defined meals preceded by an uncomfortable emotion declined. Feedback graphs of eating behavior helped the client develop a more realistic idea of her eating behavior. Graphing client behavior can be useful for both the client and the therapist. (ABL)

Adkins, Treana; Niles, Jerome

The Influence of Sustaining Feedback on the Oral Reading Performance of Low Ability Readers.

PUB DATE- Dec 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feedback; Grade 2; *Intervention; Miscue Analysis; *Oral Reading; Primary Education; Reading Achievement; *Reading Difficulties; *Reading Research; *Teaching Methods

A study examined the effects of teacher feedback on the oral reading performance of nine low-ability second grade readers. Subjects were randomly assigned to one of three treatment sequence conditions. A single-subject format was incorporated by using a Latin Square design for presenting the three treatment conditions--graphophonemic immediate, graphophonemic delayed, and

semantic delayed--to all three groups. On each of 23 days, the students read aloud a different 200-400 word passage. Dependent measures were literal comprehension and qualitative dimensions of word recognition, graphic similarity, semantic acceptability, and self-corrections. Results indicated that the treatments did not differentially affect the graphic similarity of readers' responses, although the semantic delayed condition did encourage responses that were higher in semantic acceptability. In addition, results indicated no significant differences in the percent of miscues corrected by each of the three groups. However, all three groups increased in the use of the correction process from baseline 1 to baseline 4. No systematic sequence of treatment effects was evident for either word recognition or comprehension. Finally, the semantic delayed condition influenced comprehension more positively that did the graphophonemic immediate and graphophonemic delayed conditions. (HTH)

ED 267 408 CS 209 587

Herrmann, Douglas J.; Chaffin, Roger
Relation Definition Theory.
PUB DATE- 10 Nov 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Psychonomic Society (25th, San Antonio, TX, November 10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Definitions; Language Acquisition; *Language Processing; Language Research; *Linguistic Theory; *Models; Perception; *Semantics; Vocabulary Development
IDENTIFIERS- *Relation Definition Theory

The relation definition theory proposed in this paper is explicitly different from previous semantic memory theories since it is the first to make a relation's definition the basis of semantic processing. The paper suggests that this relation definition theory successfully predicts relation similarity on the basis of one key primary assumption: that people perform and comprehend relations by processing some or all of the simple relation elements defining the task relation. The paper concludes by observing that since the relation definition theory makes the logic of relations central, it promises to account for a wider range of relation phenomena than addressed by previous models. (HOD)

ED 267 438 CS 209 626

Lask-Spinac, Sabina

A Hunt for Tennyson: Teaching Poetry through Painting.

PUB DATE- Nov 85

NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Interdisciplinary Approach; *Literature Appreciation; *Painting (Visual Arts); *Poetry; *Symbols (Literary); Teaching Methods

IDENTIFIERS- Hunt (Holman); *Lady of Shalott (The); Tennyson (Alfred)

Tennyson's poem "The Lady of Shalott" and Holman Hunt's painting of the same subject are excellent examples of the value of exploring poetry through painting. One of the biggest questions raised in relation to the poem's theme is the problem of its ambiguity. By looking at the painting in class, one can sense the lack of definite boundaries between good and evil and between innocence and malice, while noting that the lady is both a dangerous nymph and a damsel in distress. Other features suggesting ambiguity are the mirror, its reflection of Lancelot, and classical and Christian symbols. From a discussion of different levels of meaning compressed typologically, one can branch out to a larger discussion of myth and the ideas about it and about cultural symbolism since the Victorian age. Another, much more concrete way of using the painting to get to the poem is to scrutinize the former's structure. When structure takes on spatial dimensions, it becomes easier to perceive. One can literally "see" how spatial organizing principles correspond to temporal ones--in this case the use of circles and the trine, or groups of three. After carefully exploring a painting's details, one can make inferences, then form generalizations and generate further research and speculation about painting, poem, and both their aesthetic and their historical contexts. (HTH)

ED 267 558 EC 182 078

Dunst, Carl; Trivette, Carol
A Guide to Measures of Social Support and Family Behaviors. Monograph Number 1.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 85
NOTE- 38p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Coping; *Disabilities; *Evaluation Methods; *Family (Sociological Unit); Family Relationship; *Measurement Techniques; *Social Support Groups; Stress Variables

Following a brief explanation of the study of social support in families, the paper presents a selective list of measures of social support as well as a number of different outcome measures that support has been found to mediate. Key terms, (social networks, social support, well-being and stress, coping) are defined and research is cited to substantiate the contention that support mediates different outcomes. A matrix is then presented of approximately 100 measures of social support and other parent/family behavior characteristics. The matrix illustrates which scales measure which outcome variables. Another matrix presents reliability and validity information for selected scales. The final section provides 204 citations for the measurement scales and reports cited in the matrices and research referred to in the narrative. (CL)

ED 267 189 CE 043 708

Agriculture: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 44p.; For related documents, see CE 043 709-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Machinery; *Agricultural Production; Animal Husbandry; *Articulation (Education); Behavioral Objectives; Botany; Career Exploration; Competency Based Education; Conservation (Environment); Course Content; Evaluation Criteria; Farm Occupations; Forestry; Natural Resources; Secondary Education; Student Evaluation; Supervised Farm Practice; *Vocational Education; Welding; Wildlife Management
IDENTIFIERS- Future Farmers of America

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 3-year program in agriculture. The guide consists of a course description; general course objectives; course content outlines for each of the 3 years of the program; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Topics addressed for each year of the program include the following: (1) supervised occupational experience programs (SOEP), production agriculture, agriculture in Tennessee, major types of farming in the United States, the Future Farmers of America (FFA), parliamentary procedure, public speaking, records and recordkeeping, shop safety practices, laying out and cutting common rafters, arc welding, oxyacetylene welding and cutting, plant science, animal science, and career exploration; (2) leadership training, soil science, livestock diseases and parasites, livestock physiology, SOEP, agricultural careers, recordkeeping and agribusiness management, forestry, gardening, wildlife conservation, natural resources, small engines, and agriculture mechanics; and (3) FFA, soil science, animal nutrition, animal processing, animal diseases and sanitation, recordkeeping, agricultural mechanics, and plant science. (MN)

ED 267 220 CE 043 739

Machine Shop: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 19p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Computer Oriented Programs; *Course Content; Course Descriptions; Course Objectives; Educational Resources; Machine Tool Operators; *Machine Tools; Numerical Control; Secondary Education; *Trade and Industrial Education; Vocational Education

Intended for use by all machine shop instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the machine shop program. General course objectives are then listed. Outlines of the course content are presented for these courses: machine shop I, II, and III. Suggested time and specific objectives are provided for each major topic. Included are safety, hand tools, layout, machine nomenclature, machine operation, bench work, heat treat, drill press, lathe, vertical and horizontal mill, shaper, surface and pedestal grinders, computerized numerical control mills, and blueprint reading. A listing of resource materials, which includes textbooks, curriculum guides, and audio visual materials, is appended. (YLB)

Job Placement and Development. Procedures Manual and Bibliography of Resources.

Guilford Technical Community Coll., Jamestown, NC.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.

PUB DATE- Jan 85

NOTE- 96p.; For a related document, see CE 043 765.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Annotated Bibliographies; Career Education; *Centralization; *Community Colleges; Data Collection; Dropout Research; Educational Needs; Educational Research; *Employment Services; Followup Studies; Graduate Surveys; Information Networks; Information Sources; *Job Development; *Job Placement; Labor Needs; Needs Assessment; Occupational Information; *Office Management; Postsecondary Education; Program Development; Program Evaluation; Questionnaires; Records (Forms); Resource Materials; Two Year Colleges

IDENTIFIERS- *North Carolina

This combination procedures manual and annotated bibliography is intended to assist faculty and staff at community colleges in North Carolina in developing centralized job placement and development services. The first section describes the project to establish centralized employment services at Guilford Technical Community College during which the materials in this manual were developed. Outlined next are employment services office procedures pertaining to student/alumni registration, job listing, followup, publicity, special programs, printed resources, and budgeting. Concluding the first part of the guide are job descriptions of a job placement coordinator and clerical assistant to the job placement coordinator. Appendixes to the manual include an intake form for students seeking job placement assistance; a daily job placement log; student, graduate, and employer surveys designed to collect data regarding job placement; a business and industry labor needs assessment; program publicity materials; and student handouts dealing with resume writing and job hunting. The second half of the guide is an annotated bibliography of career planning and placement center materials that is divided into the following sections: assessment instruments, career and self-development resources, occupational information, directories, school and college information, job search guides, handicapped/vocational rehabilitation resources, counselor materials, and periodicals. (MN)

ED 267 305 CG 018 885

An Overview on Missing Children. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on Review of Progress Made on the Plight of Missing Children, and the Involvement of Businesses, Corporations, and Organizations in the Search for Missing Children.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-266
PUB DATE- 23 May 85
NOTE- 124p.; Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; Hearings; *Legislation; *Runaways; State Action
IDENTIFIERS- Congress 99th; *Kidnapping; Missing Children Act 1982; *Missing Persons; Parent Kidnapping

This document is the text of a Congressional hearing on the plight of missing children. Chairman Paula Hawkins' opening remarks discuss the provisions of the Missing Children Act of 1982 and its success, the Missing Children's Assistance Act of 1984 authorizing the National Center for Missing and Exploited Children, and the continuing need to address the plight of missing children. In his opening statement, Senator Orrin Hatch calls for focusing attention on state legislation and local law enforcement. Senator Christopher Dodd's statement recommends that children abducted by non-custodial parents be recognized as being at risk of criminal assault. John and Reve Walsh, founders of the Adam Walsh Child Resource Centers, testify about the programs of their centers, the current problems with missing children, runaways and throwaways, state actions, and needed legislation. A prepared statement and other materials submitted by John and Noreen Gosch at Senator Charles Grassley's request are included which describes the failure of law enforcement personnel to respond to their problems concerning their missing son. Testimony and a prepared statement is included from Jay Howell, director of the National Center for Missing Children which discusses his organization's activities. Senator Bill Bradley testifies about positive steps taken to combat the problem of missing children in New Jersey. Mayor Donna Owens of Toledo, Ohio testifies as chairman of the Missing Children Advisory Board about its activities and Joseph Lieberman, Connecticut attorney general, testifies about Connecticut policies. Testimonies or statements are included from various business representatives describing their involvement in missing children activities and a prepared statement by the National Education Association explains the school's perspective. (ABL)

ED 267 393 CS 008 377

Duane, Rita M.

A Study of Tenth and Eleventh Grade Students Who Failed the New Jersey Minimum Basic Skills Test in Reading.

PUB DATE- Apr 86

NOTE- 33p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Age; Grade 10; Grade 11; Graduation Requirements; High Schools; High School Students; Intelligence Quotient; *Minimum Competency Testing; *Performance Factors; *Reading Achievement; Remedial Reading; Sex Differences
IDENTIFIERS- Handedness; New Jersey

A study examined the characteristics that might be shared among tenth and eleventh grade students who fail the "New Jersey Minimum Basic Skills Test" (MBS) in reading. The scores of 15 students in the graduating classes of 1986 and 1987 who had failed to attain the minimum score of 75 prior to remedial instruction were studied. The characteristics of these students were compared with those of the entire graduating class, and the test scores of the remediated students were compared with the grades they received in their Developmental English classes. Sex, IQ, ages at school entrance, ethnicity, handedness, and grades received in remedial classes were all studied as possible factors. No significant relationship was found for sex, age at school entrance, or handedness. A low to moderate correlation of IQ and test scores was obtained, but the range of IQs in the Minimum Basic Skills group appears to identify potential failures. A significant relationship between ethnic groups and test scores was indicated, while a comparison of MBS scores and grades in remedial classes yielded a moderate correlation. The results indicated that black students with IQs of less than 100 who perform poorly in remedial classes will continue to be candidates for failure on the High School Proficiency Test, slated to be the graduation standard for 1989. There was no indication that literature-based remediation should be abandoned in favor of strict skills orientation. (HTH)

ED 267 469 CS 505 238

Kunczik, Michael
Communication and Social Change: A Summary of Theories, Policies and Experiences for Media Practitioners in the Third World. Communication Manual.
Friedrich Ebert Foundation, Bonn (West Germany).
PUB DATE- 84
NOTE- 294p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication (Thought Transfer); Communications; Cultural Influences; *Developing Nations; Foreign Countries; International Relations; Interpersonal Communication; Mass Media; *Mass Media Effects; *Social Change
IDENTIFIERS- Information Flow; *Media Flow

Intended for media practitioners in developing nations, this manual summarizes theories, policies, and experiences pertaining to the role of communication in Third World societies. The nine major headings of the manual are as follows: (1) Explanation of Terms: Theoretical Considerations; (2) Developing-Country Research: From Cultural Arrogance to Ignorance; (3) Individualistic Modernization Theories; (4) Mass Communication and Interpersonal Communication; (5) Structure-Functionalistic Theories; (6) Change of Paradigms in Developing-Country Research; Dependency Theory and World-Systems Theory; (7) The Discussion of Cultural and Communications Imperialism; (8) The Position of Developing Countries in the International Flow of News; and (9) Conclusion: Consequences of Media Policy; the Outlook for the International Flow of Data. (HTH)

ED 267 542 EC 182 062

Assael, Daniel, Ed.
Handicapped Children's Early Education Program. 1982-83 Overview and Directory.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 83
NOTE- 172p.; For earlier directories see, ED 207 279 and ED 216 508. For more recent directories see ED 261 515 and EC 182 063.
GRANT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Early Childhood Education; Federal Programs; Infants; Outreach Programs; Young Children
IDENTIFIERS- *Handicapped Childrens Early Education Program

The document serves as a directory of federal projects in the Handicapped Children's Early Education Program (HCEEP). An introduction describes the HCEEP network and briefly summarizes results of a recent evaluation study. The overview section then describes the five types of HCEEP projects: deomonstration projects, outreach projects, state implementation grant projects, early childhood research institutes, and the Technical Assistance Development System (TADS). The bulk of the document is composed of project-written abstracts for each of the 117 HCEEP projects. Abstracts typically include information on address, fiscal agency, administrative personnel, characteristics of the target population, the program for children, measures of child progress, the program for parents, and features and products. Indexes by type and by subtopics within each type (such as integration experiences, philosophical approach, and child assessment measures for planning instruction) conclude the document. (CL)

ED 267 204 CE 043 723

VOE Stenographic: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 25p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Business Skills; *Course Content; Course Descriptions; Course Organization; Dictation; Educational Needs; *Educational Objectives; Educational Resources; Entry Workers; Job Skills; Job Training; *Office Occupations Education; Secondary Education; *Secretaries; *Shorthand; Typewriting; Vocational Education

This scope and sequence guide, developed for a secretarial vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description; general course objectives; course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, workbooks, practice and simulation sets, and audiovisual aids. This one- or two-year program is designed to develop skills necessary for a beginning secretarial position. Students who complete the course should be able to read and write

shorthand at a reasonable rate of speed and to transcribe this information using correct spelling, punctuation, grammar, and composition. Practice in further development of typewriting skills, minimal competence in office machines, filing, telephoning, recordkeeping, editing, meeting and working with people, and other related task areas is included. Advanced students may increase skills by using work projects, practice sets, and/or a model office simulation, as described in the resource listing of the guide. (KC)

ED 267 251 CE 043 814

Moss, Jeffrey
Teaching Science in Vocational Agriculture: An Identification of Science Competencies Taught in Ornamental Horticulture and Introduction to Agriculture/Natural Resources.
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 84
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Competence; Competency Based Education; Educational Resources; High Schools; Instructional Materials; *Natural Resources; Natural Sciences; *Ornamental Horticulture; Science Education; *Science Instruction; Science Materials; Scientific Concepts; Scientific Principles; *Secondary School Science; Transparencies; *Vocational Education
IDENTIFIERS- North Carolina

This handbook is a product of a research project conducted in North Carolina to identify science competencies taught in vocational agriculture programs. Specifically, two vocational agriculture courses were included in the study: Introduction to Agriculture/National Resources and Ornamental Horticulture I. Of the 60 competencies in the Introduction to Agriculture/National Resources, 24 were identified as being similar to competencies taught in high school science courses. Six of the 41 competencies in Ornamental Horticulture I were found to be directly related to competencies taught in biology and physical science. A listing of the agriculture competencies and their relationship to science competency goals (i.e., those for biology, earth science, and physical science) is found in Section I of this handbook. Section II of the handbook contains teaching materials that can be used to supplement instruction of the science-related competencies identified in the study. Most of the materials can be used as transparency masters or handouts. The final section of the handbook contains a list of selected resources that may be used by vocational agriculture teachers to supplement their instruction of the identified science-related agricultural competencies. The competencies identified in Section I of the handbook are listed followed by the name and description of at least one resource. Information necessary for ordering the resources is included. (KC)

ED 267 278 CE 043 953

Katz, Martin R.

The Buddha and the Computer: Career Guidance in Taiwan.

Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-35
PUB DATE- Aug 85
NOTE- 39p.
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Guidance; Counselor Training; Culture Conflict; *Culture Lag; Decision Making Skills; Educational Needs; Foreign Countries; *Futures (of Society); Program Implementation; *Program Improvement; *School Guidance; Secondary Education; Student Evaluation; Technological Advancement; Testing
IDENTIFIERS- *Taiwan

Career decision making in Taiwan was examined in the context of a society undergoing dynamic change as modern entrepreneurial values are accommodated in a cherished traditional culture. Especially during the past 20 years, the economy of Taiwan has changed from agriculture to technology. At the same time, the educational needs of students have changed as more educated workers are needed to develop the technology for the new society. The focus of guidance counselors in Taiwan, however, has traditionally been on helping students to prepare for the examinations that take place after ninth grade and allow students who pass to go to college. Until recently, little attention has been paid to students who do not pass the examinations and thus do not qualify for college education. Few efforts have been made to acquaint these students with jobs for which they could prepare outside agriculture. As a result of this study, recommendations were made on the following topics: rationale for guidance, model of career decision making, individual assessment, development of occupational information, linkages between individual characteristics and occupational attributes, strategy and algorithm for career decision making, testing, and counselor preparation. (Author/KC)

ED 267 349 CG 018 929

Goh, David S.
Applying Criterion-Referenced Measurement to School Psychology: A Handbook.
PUB DATE- Apr 85
NOTE- 100p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Counselor Training; *Criterion Referenced Tests; Higher Education; Measurement Techniques; *School Counseling; *School Psychologists; Test Reliability; *Test Selection; *Test Validity

This document is a training module designed to familiarize practicing school psychologists and school psychology students with the field of criterion-referenced measurement and recent developments within the field. The introduction gives reasons for the need for criterion-referenced testing as opposed to norm-referenced tests which include legal requirements to gather data for prescriptive-remedial purposes. The first unit introduces the theory, background, and applications of criterion-referenced tests including the conceptual background, definitions, and the distinction between criterion-referenced and norm-referenced evaluation. The second unit discusses test development and psychometric aspects of criterion-referenced tests including test construction, reliability, validity, and standard setting. The third unit discusses evaluation and selection of criterion-referenced tests and the fourth unit contains descriptions and reviews of 20 popular, commerically available criterion-referenced tests in the field of school psychology. Six pages of references are included. (ABL)

ED 267 409 CS 209 588

Magistrale, Tony
Tracing the Narrative "I": Using a Prose Model as Guide to Student Writing.

PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Essays; *Models; Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills

The use of a Jonathan Schwartz essay as a prose model to teach writing lends itself appropriately to classroom discussions on various aspects of autobiography and general narrative design. Such use has proved to be particularly helpful with young writers because of its deceptively simple style and language and its use of a variety of sophisticated composing skills. The essay can serve as stimulus for class discussion to generate insights about the essay's style and structure and to explore the reasons for using prose models to improve student writing. An examination of a student essay shows the effects of Schwartz's prose, particularly the use of vivid and appropriate detailing and stylistic experimentation. Schwartz's emphasis on language style and on the importance of writing as a vehicle for self-knowledge helps composition classes become more conscious of these principles and more interested in integrating them into their own work. (Schwartz's essay and a sample student essay are included.) (EL)

ED 267 424 CS 209 611

Combs, Martha
Exploring the Composing Process with Microcomputers.
PUB DATE- Sep 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (2nd, Kansas City, MO, September 27-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; Prewriting; Revision (Written Composition); *Teacher Attitudes; *Teacher Improvement; *Teacher Workshops; *Word Processing; *Writing Processes

As a result of a telephone survey of 100 experienced elementary and secondary teachers concerning their comfort with computers and the teaching of writing skills, a weekend workshop was designed to help teachers develop some confidence in their skill as writers and to explore the possibilities available when writing with a word processor. The first evening, workshop participants were surveyed as to their attitudes about computers, the writing process, and themselves as writers. The participants then became acquainted with an Apple IIe by working through a short tutorial program that taught the basic operations and keyboard functions. Next, teachers participated in a brainstorming session and their ideas were recorded with a word processing program. When participants indicated satisfaction with the ideas generated they were shown how to save their prewriting ideas on their own disks and how to print a hard copy. The next day revisions were made and the instructor continued to model conferencing techniques. An attitude survey at the close of the workshop revealed that participants felt greater confidence in themselves as writers. As a follow-up, participants completed two additional writing activities using a microcomputer and responded to an attitude survey, reporting a continuing use of the skills gained in the workshop for both personal writing and working with students. (HOD)

Farrar, Mary Thomas
Three Models of Discussion: A Sociolinguistic Analysis Examining Relationships among Models of Discussion and Verbal Interactional Patterns. Third Draft.
PUB DATE- Aug 85
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Discussion (Teaching Technique); Group Discussion; Interaction; *Interaction Process Analysis; Language Usage; *Models; Questioning Techniques; Secondary Education; *Sociolinguistics; Speech Communication; *Teacher Student Relationship; Teaching Methods

In a sociolinguistic study of five transcripts of high school discussions, two analyses were conducted. The first was a detailed qualitative analysis of the data, which combined paralinguistic features with three perspectives: a speech act analysis, a conversation analysis, and an interaction analysis. In the second, more quantitative analysis, the relative frequencies of various verbal interactional patterns, the use of topic control, and other conversational management factors were tabulated and compared. The results of these two micro-analyses revealed three models of discussion: discussion as course-covering, discussion as integrating, and discussion as expressing. Each model was then examined and compared with the others in four respects. Although no necessary and exclusive one-to-one match between verbal interactional pattern and model of discussion was explicated, a strong relationship between models of discussion and certain kinds of verbal interaction was demonstrated. The results suggest that (1) the question/answer format is associated with the subject-matter oriented course-covering model; (2) lack of strong topic control plus a focus on expression of feelings, observations, and opinions is associated with the student centered expressing model; and (3) combinations of explicit positive evaluation moves and of integrative questions and statements are associated with the integrating model. (The major portion of the paper is devoted to the analyses of the transcripts and interactions.) (EL)

ED 267 483   EA 018 186

Entwisle, Doris R.
Social Psychology and Social Context. Draft.

PUB DATE- 2 Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cognitive Development; Elementary Secondary Education; Family Influence; Parent Influence; *Psychological Studies; School Role; *Self Concept; Self Esteem; Social Development; Social Environment; *Social Influences; *Social Psychology

Progress in developmental/social psychology has occurred in three major areas: (1) knowledge of cognitive development, (2) knowledge involving the various concepts related to the self, and (3) knowledge of how to take explicit account of social context. These areas can be integrated by taking a "life course approach," which emphasizes the reciprocal and transactional nature of the relations between individuals and society as well as the continuous nature of development and the potential for change. Numerous studies have recently yielded new insights into children's thought processes and the relationship of performance to stages of development. Also, there appears to be a direct relationship between age and the level of abstraction present in self-concept; current studies may show how children elaborate notions about the self. Knowledge about modeling the social context has increased through improved analysis techniques so that realistic questions can now be asked regarding the effects of family configuration or parental socialization practices on children's educational attainment and regarding the confounding of home and school influences. Current research needs are in the areas of multicohort, long-range, nationally representative longitudinal studies of children and the differences in children's socioemotional or affective development. Two pages of references conclude the paper. (GJ)

ED 267 498 EA 018 295

Stockard, Jean
Measures of School Climate: Needed Improvements Suggested by a Review of the Organizational Literature.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 17p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($2.00 prepaid; quantity discounts; postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Measurement Objectives; *Measurement Techniques; Organizational Climate; Research Needs

Researchers who use the concept of school climate in their research should be aware of the ways in which climate can be measured and what the different methods of measurement imply. Among the typical kinds of measures of school climate currently in use are normative approaches that focus on students' and teachers' perceptions of school norms, ecological approaches that focus on classroom behavior as perceived by participants, and external observation methods that bring in outside observers to collect quantitative or qualitative data. The literature on organizational climate suggests additional factors to consider when selecting measurement techniques or analyzing the findings of research. First, conceptual distinctions have been found between organizational climate, group climate, and psychological climate. Second, quesitons exist concerning whether several climates may exist in an organization if the members of the organization are not in agreement in their perceptions. Third, the various methods for measuring climate may not share the same level of validity. Fourth, the effects of environmental change on perceptions are unclear. Fifth, differences among individuals may account for some variations in perception of climate. Specific research efforts are cited as typical examples of the different measurement methods discussed. (PGD)

ED 267 511 EA 018 311

Joyce, Robert P.
Constitutional Protections of Teachers and Other Public Employees.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Feb 86
NOTE- 10p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- *Constitutional Law; Court Litigation; Discriminatory Legislation; Due Process; Elementary Secondary Education; Equal Protection; Federal Legislation; Freedom of Speech; *Government Employees; *Government School Relationship; Legal Responsibility; *Teacher Rights
IDENTIFIERS- First Amendment; Fourteenth Amendment

The government is a special employer that operates under the guidelines of the United States Constitution. Under these guidelines, government may not, without adequate justification, (1) deprive its citizens of fundamental, protected rights such as the freedoms of speech and association; (2) deprive a citizen of property or liberty without the due process of law; or (3) deny any citizen the equal protection of the laws. A public employee may not be discharged for expressing ideas on a matter of legitimate public concern unless the courts decide that the resulting harm done to the workplace overrides the employee's interest in free expression. Jobs are considered to be property under the Constitution and cannot be taken away without due process of law. For all public employees, the enjoyment of a good reputation is a liberty interest that also requires due process to be taken away. Equal protection of the laws is a constitutioanl right that prohibits sex and race discrimination. (GJ)

ED 267 526 EC 182 046

Svec, Henry
The Self-Concept of the Learning Disabled Adolescent: Mainstreamed versus Self-Contained Program.
Youth Resource Centre, London (Ontario).
SPONS. AGENCY- Ontario Educational Research Council, Toronto.
PUB DATE- 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Learning Disabilities; Mainstreaming; Resource Room Programs; Secondary Education; *Self Concept; Special Classes; Student Characteristics; *Student Placement

To investigate self-concept, 50 learning disabled adolescents from a regular high school who were receiving resource room assistance were given the Situation Specific Subject Competence Test for self-concept. Their scores were compared with 50 learning disabled adolescents from a self-contained program. The adolescents from the self-contained program scored identically to the mainstreamed adolescents on self-concept for math, English, and physical education. The results indicated that students segregated in special self-contained programs are more similar to students in the resource programs than orginally expected. The results also implied that specific self-concepts in specific subjects are more valuable to the classroom teacher than the general nonspecific self-concept. Implications were drawn from the findings for theories on self-concept and learning disabilities and for future research. (CL)

ED 267 576   EC 182 097

Petersen, Dean A., Ed.
Work Experience: A Resource Manual. Job Preparation for Special Education Students.
Arizona State Dept. of Education, Phoenix. Div. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 85
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Development; *Disabilities; Elementary Secondary Education; Models; *Program Development; *Program Implementation; State Standards; *Work Experience Programs
IDENTIFIERS- Arizona

The manual on work experience programs for special education students focuses on issues of program development and enhancement of existing services. Developed by an Arizona state task force, the manual begins with a rationale to students, employers, and the community. A model conceptualizes the career development process as it relates to handicapped students, specifying phases of community awareness, interest and job awareness, prevocational development, vocational skill development, skills application, and specialized services/referral. The manual then addresses work experience programs, which fit into the skills application phase of the continuum. Types of work experiences are described along with goals and information on student selection. Program implementation aspects covered include identification and selection of training/work stations, supervision and evaluation of students' work experience, selection of work experience coordinators, program evaluation, and curriculum and instruction. Recommended program standards are proposed. Extensive appendices include: definitions of related terms; resources, materials, and related information; sample forms; funding sources; program models and contact persons; and references and selected bibliography. (CL)

ED 267 265 CE 043 888

Price, William T., Jr.
Building Program Awareness through Adult Marketing and Distributive Education.
PUB DATE- 26 Sep 84
NOTE- 29p.; Paper presented at the National Curriculum Conference for Marketing and Distributive Education (Atlanta, GA, September 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Business; *Distributive Education; *Educational Cooperation; *Employer Attitudes; *Marketing; *School Business Relationship

A large portion of the business community has limited and/or inaccurate knowledge about marketing and distributive education (MDE). If MDE begins meeting the adult training and development needs of industry, recognition of MDE as a viable training program should emerge. With the proper organizational structure and delivery system, adult MDE can be a contributing factor to a substantial increase of program awareness and acceptance in the business community. Certain steps followed at the state and local levels ensure that the adult program meets needs of the adult and business communities. State level initiatives recommended in this report include the establishment of a statewide planning council for adult MDE; adult MDE should be referred to as adult training and development instead of adult education. At the local level, eight steps comprise a systematic approach to adult MDE program implementation: establish and use advisory committees, build alliances, assess training needs, identify instructor/consultant, develop course/service, organize and deliver, evaluate/followup, and revise. Building alliances broadens awareness by increasing MDE program credibility, sharing responsibilities, and improving the image of MDE teacher and program. Alliances also serve as a mechanism to foster a continued and meaningful dialogue with the business community. (YLB)

ED 267 292 CE 044 008

New Policies for the Young.

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12705-4
PUB DATE- 85
NOTE- 115p.
AVAILABLE FROM- OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Disadvantaged Youth; Economic Development; *Employment Problems; Employment Programs; *Policy Formation; *Unemployment; Young Adults; *Youth Employment; Youth Problems
IDENTIFIERS- *Europe; *United States

A comprehensive review was undertaken of the serious problem of youth unemployment in the countries of the Organisation for Economic Cooperation and Development (OECD) (most of the countries of Europe and the United States), and the means for dealing with it in the longer term. The study found that youth unemployment has been a major concern since the mid-1970s, rising with each downturn of the economy, and failing to recover with economic recovery. Today, unemployment for disadvantaged youth has increased, but so has unemployment among better-educated and better-trained young people, especially for those born in the late 1950s and early 1960s. Labor force participation rates for youth have dropped in nearly all the countries, especially among teenagers. Young women have experienced similar rates of unemployment as young men; however, causes are subtle and often relate to the types of jobs for which girls are trained. Nations should adapt policies to help youths find employment. One solution is economic growth, but even an annual growth of 4 percent will not solve the youth umemployment problem for about five years. Consequently, shorter-term policies, such as school or travel grants or government-sponsored jobs, are needed to help youth. Especially at risk are disabled youth, whose unemployment problem is even worse than that of the disadvantaged. Additionally, sex-fair educational practices should be started to help young women prepare for careers. Youth unemployment is a very serious problem that cannot be ignored by the countries of the OECD. The appendices consist of an article by L. C. Hunter (The Role of Labour Demand in Youth Employment and Unemployment) and an OECD committee report. (KC)

ED 267 320 CG 018 900

Koss, Mary P.; And Others
Clinical Treatment of Nonrecent Rape: How Much Do We Know?
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.
PUB DATE- 25 Aug 85
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- MH-31618
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Emotional Response; *Females; *Psychological

Patterns; *Psychotherapy; *Rape; *Sexual Abuse; Victims of Crime

Although studies indicate that as many as 22 percent of women have been raped, few of these women seek help immediately after the rape. Most rape victims experience a postrape distress response which may not be resolved for some victims. Long-term symptom patterns include fear/avoidance responses, affective constriction, disturbances of self-esteem/self-efficacy, and sexual dysfunction. The understanding of long-range psychological problems is complicated by temporal distance between trauma and aftereffects, the interaction of trauma with the victim's coping process, and life changes. Because of culturally supported myths about rape such as the woman bearing responsibility for the rape, a victim is more likely to accommodate the rape than to resolve it. Most treatment studies have focused on only the first year postrape. A stress inoculation treatment package for nonrecent rape victims who are demonstrating phobic fears has been developed which includes didactic, coping skills, cognitive, and facing fears components. Procedures for treatment of nonrecent rape victims include assessing spontaneous rape resolution; building a relationship with the client; addressing resistance; and fostering rape resolution through discussion of painful feelings, involvement of the social network, promotion of cognitive re-appraisal, restoration of self-efficacy, and treatment of target symptoms. Refinement in conceptual models of rape impact and resolution is needed. (ABL)

ED 267 334 CG 018 914

Moore, Rosetta Taylor
The Androgynous Black Parent: One Answer to the Single Parent Dilemma.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; Black Attitudes; Black Culture; *Black Family; *Black Mothers; Black Youth; *Child Rearing; *Family Problems; Heads of Households; *One Parent Family; Parents

A crisis exists in the black family today due to the high unemployment of black men, the high separation rates of parents, the dramatic increase in the number of unwed mothers, and the subsequent heading of nearly one-half of black families by women. There is nothing necessarily wrong with being raised in a home with a single mother. Biographies of 25 famous black Americans and interviews with 25 successful educators, physicians, lawyers, ministers, and politicians who are black showed common experiences which include: (1) a working mother outside the home; (2) black elementary school teachers; (3) extended family and friendly neighbors; (4) belief in education as a way out of poverty; (5) intervention by an important person during adolescence; (6) firm discipline from the mother; (7) nurturing from the grandmother; (8) expectations from mother and teachers that the children would be successful; and (9) job responsibilities in the home from age 8 and a part-time job as a teenager. Strategies are needed to help black single parent families. An androgynous black single parent who is a female head of household and who uses masculine (instrumental) and feminine (expressive) behavior routinely may provide a useful parenting model for black single mothers. Blending these behavior skills increases the chances of heading a functional family. An androgynous mother still needs male allies to intervene when her male children needs them. (ABL)

ED 267 364 CG 018 945

Wilson, Dawn K.; And Others
Evidence for Heuristic Processing of Persuasive Messages: A Priming Approach.

PUB DATE- Aug 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; *Heuristics; Individual Differences; *Individual Needs; *Persuasive Discourse; *Student Attitudes

Recent research in persuasion shows that while message recipients often use little cognitive effort when assessing message validity, they may instead rely on a heuristic processing strategy. This study used a priming-like paradigm to manipulate the reliability that subjects apply to the heuristic "message length implies message strength." Subjects were pretested in class to assess their level of need for cognition. In the first study, the priming phase, subjects were asked to rate a set of statements to assess the goodness of certain rules of thumb. Under high association, subjects rated statements that showed a strong relationship between number and quality of arguments. Under low association, subjects rated statements that showed no relationship between argument quality and number. In the second study, the persuasion phase, a second experimenter asked students to generate a physical description of a speaker based on hearing the person's voice. The tape of the voice contained a persuasive message advocating comprehensive exams as a requirement for graduation. The number of arguments supporting the exam requirement was varied for subjects. Subjects judged to be low in need for cognition who received the relevant heuristic as reliable were most influenced by a purportedly longer versus a shorter message. For low need-for-cognition subjects, estimated number of arguments significantly predicted attitude under high association, but for high need-for-cognition subjects, issue-related thoughts were most predictive of attitude. The results provide further evidence for the heuristic model of persuasion. (ABL)

ED 267 378 CS 008 352

Vosniadou, Stella
Children and Metaphors. Technical Report No. 370.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 65p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Development; *Children; *Cognitive Development; *Concept Formation; Developmental Stages; *Knowledge Level; *Language Acquisition; Language Research; Language Usage; *Metaphors; Reading Comprehension; Reading Research; Transfer of Training

A review of the literature on the development of children's abilities to comprehend and produce metaphorical language shows this development to be a continuous process rather than one characterized by stages, and to be constrained primarily by limitations in children's knowledge and information processing abilities. More specifically, the literature suggests that metaphor production develops out of children's undifferentiated similarity notions that become differentiated into literal and nonliteral similarity judgments as their conceptual knowledge becomes organized in categories similar to those of adults. In addition, the research shows that metaphor comprehension starts during the preschool years, is originally limited to a few metaphorical expressions that occur in predictable linguistic and situational contexts, and develops rapidly to encompass a greater variety of metaphorical domains as children's knowledge and information processing abilities increase. Finally, the literature suggests that child metaphors are a reflection on the language of an underlying transfer of knowledge from one conceptual domain to another, similar to the transfer of knowledge that occurs in adults. An 11-page reference list is appended. (HOD)

Sasse, Mary
The First Amendment, Schools and the Press: A Current Issue.
PUB DATE- 24 Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; *Court Litigation; Elementary Secondary Education; English Instruction; *Freedom of Speech; *Intellectual Freedom; *Professional Associations; Professional Services; *Teacher Responsibility
IDENTIFIERS- National Council of Teachers of English

While it is informative to trace the vicissitudes to which the First Amendment has been subjected since 1791, it is obvious that as far as schools are concerned, the courts have interpreted freedom of speech and the press in a limited way. For example, the courts have ruled that boards of education may remove books from school libraries on the grounds that those with the authority to place the books on the shelves in the first place have the authority to remove them. Lee Burress, who has studied censorship problems encountered by English teachers for over 20 years, reports the following figures: in 1966 just over 20% of high school

librarians who responded to his survey reported some form of censorship pressure. By 1982, that percentage had climbed to 34. In light of these and other disturbing figures, the National Council of Teachers of English has joined other professional organizations in forming a coalition, the Academic Freedom Group. In addition, the council encourages the efforts of its Committee against Censorship and has published such useful works as "The Students' Right to Read" and "The Students' Right to Know." Freedom of speech is the "most beautiful thing of the world" and teachers must defend it at all costs. (HOD)

ED 267 559 EC 182 079

Hurth, Joicey
Microcomputers for Early Childhood Special Education. Monograph Number 2.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 85
NOTE- 48p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Disabilities; *Early Childhood Education; Infants; *Microcomputers; Organizations (Groups); Program Administration; Resource Materials

Intended for projects in the Handicapped Children's Early Education Program (HCEEP) network, the directory presents information on applications of microcomputer technology. The first major section documents microcomputer use in HCEEP projects, noting instructional as well as administrative applications. Brief descriptions focus on major projects or commitments of time and effort, innovative or helpful uses of technology, and products or processes developed by the project and available to be shared with others. Instructional uses include computer assisted as well as computer managed instruction, while administrative applications include data management and analysis, tracking and referral systems, and budget management/cost analysis procedures. The second portion of the document describes resources throughout the United States that can support projects' use of microcomputers and inform them about current developments in this expanding area of special education technology. Technical assistance and software evaluation projects are among those noted. (CL)

ED 267 176 CE 043 581

Ammarrell, Natalie; Moore, Timothy
Polaroid/Inner City, Inc. A Review of Job Placements 1982-1984.
Polaroid/Inner City, Inc., Roxbury, MA.
PUB DATE- Oct 85
NOTE- 29p.
AVAILABLE FROM- Polaroid/Inner City, Inc., 716 Columbus Avenue, Roxbury, MA 02120 ($2.50; $1.00 for each additional copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dismissal (Personnel); *Employment Experience; Employment Level; *Employment Patterns; Employment Potential; *Employment Problems; *Employment Programs; Job Layoff; Job Performance; *Job Placement; Job Skills; Job Training; Labor Turnover; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Unemployment; Work Attitudes
IDENTIFIERS- *Polaroid Inner City Inc

Inner City, Inc. is a wholly owned subsidiary of the Polaroid Corporation, located in the Roxbury section of Boston. Without the use of public funding, Polaroid created this job training program 17 years ago to provide Boston's unemployed residents with entry into meaningful employment. Training occurs within the framework of an actual manufacturing environment so that trainees can gain an understanding of the real work world; trainees are also provided a variety of supportive services, such as educational programs and career and personal counseling. Since 1968, more than 1,500 Inner City graduates have been placed in permanent jobs. The latest followup survey was conducted in 1984. Data gathered from employer and graduate surveys found that 107 (58.5 percent) of the 183 individuals in the study group were still employed with their original companies at the time of the survey, while 76 (41.5 percent) were no longer working at their placement companies. Job titles for more than half the workers who were still with their original employers had been changed to other job titles for promotion (56 percent), lateral transfer (24 percent), reclassification (13 percent) or reorganization (7 percent). Employers rated the performance level of 96 persons who were still employed: 90 percent of them performed at an average or above average level. Of those who had left their placements, 43 percent were terminated, 39 percent resigned, and 18 percent were laid off. Absenteeism was found to be the dominant reason for termination. In general, those who were still on the job were older than those who had been terminated or who had resigned. The study recommended greater followup contact between Inner City and graduates and employers in order to foster more job success. (KC)

ED 267 190 CE 043 709

Urban Horticulture: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 50p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Articulation (Education); Behavioral Objectives; Competency Based Education; Course Content; Evaluation Criteria; Floriculture; *Horticulture; Insecticides; Landscaping; Nurseries (Horticulture); Ornamental Horticulture; Plant Growth; Plant Identification; Plant Propagation; Secondary Education; Soil Conservation; Student Evaluation; Urban Areas; *Urban Education; *Vocational Education
IDENTIFIERS- Future Farmers of America; Gardening; Vegetables

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 4-year program in urban horticulture. The guide consists of a course description; general course objectives; course content outlines for each semester of the four years of the program; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Topics addressed in the four years of the program include the following: the Future Farmers of America, plant scientific names and terminology, plant identification, soil quality, soil protection and conservation, leadership training, plant science, plant growth, color in the florist industry, artificial corsages, plant propagation, insecticides, lawn care and turf management, mechanics in horticulture, vegetable gardens, fruit gardens, greenhouse management, flower arrangement, landscaping procedures, small power equipment, floral shop skills, preparation for a horticulture occupation, specialty crops, seedlings, nursery crops, roses, orchids, operation of a garden center, container gardening, provision of flowers for weddings, and spray programs for fruit. (MN)

ED 267 221 CE 043 740

Printing (Graphic Arts): Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 25p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Course Content; Course Descriptions; Course Objectives; Educational Resources; Graphic Arts; *Industrial Arts; *Printing; Reprography; Secondary Education; Vocational Education

Intended for use by all printing (graphic arts) instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the printing (graphic arts) program. General course objectives are then listed. Outlines of the course content are presented for these courses: printing I, II, and III. Suggested time and specific objectives are provided for each major topic. Topics include safety procedures, equipment care and use, composition, line and halftone photography, proofreading, stripping and platemaking, and press and bindery operations. A listing of resource materials, which includes textbooks, curriculum guides, and audio visual materials, is appended. (YLB)

Green, Georgia M.; Olsen, Margaret S.
Interactions of Text and Illustration in Beginning Reading. Technical Report No. 355.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85

NOTE- 58p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; *Decoding (Reading); Grade 1; *Illustrations; Primary Education; Reader Text Relationship; Reading Achievement; *Reading Comprehension; *Reading Processes; *Reading Research; Reading Strategies

A study examined whether illustrations that must be attended to in order to make sense of a text hinder decoding by encouraging dependence on such illustrations for interpretation of text, both for decoding and for answering questions. Subjects--167 first graders--were asked to read four stories, two of which were taken from basal readers and two of which were children's trade books. One trade book and one basal story each had illustrations that were crucial to story comprehension, and one of each had nonessential, or redundant, illustrations. The stories were presented to each child in one of four versions: text only, illustrations only, text plus illustrations, and revised text. After the students read the story aloud, they were given an oral comprehension test and asked to read a list of five words taken from the story. Decoding errors and reading time were recorded. Results showed that first graders who read poorly answered comprehension questions better when the texts they read were illustrated, and about equally well regardless of whether the illustrations were redundant or crucial; good readers answered more questions correctly on texts that did not depend on crucial illustrations, regardless of whether or not the illustrations were actually present. (HOD)

ED 267 470 CS 505 239

Beetham, P. Craig

Are Debate Handbooks Proper Educational Materials for High School Debates - Con?

PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the National Forensic League Conference on the State of High School Debate (Kansas City, MO, August 8-11, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; Critical Thinking; *Debate; Educational Objectives; *Guides; High Schools; *Instructional Materials; Library Skills; *Persuasive Discourse; Speech Communication; *Student Research
IDENTIFIERS- Debate Coaches; *Debate Handbooks

Certainly reasons can be enumerated for the widespread use of handbooks and other "canned" materials in high school debate programs, but the quality of these resources and their actual use by debaters make them competitively negligible in value and counterproductive to the educational and competitive values that the forensic community purports to serve. Instruction in forensics is or should be primarily concerned with the development of basic communication competence. While handbooks are intended to enhance students' research, analytical, and critical thinking skills, their use ignores the pedagogical concern for original research by supplying students with evidence, cases, and briefs. It also undercuts the development of library skills and minimizes analytical and critical-thinking skills by blocking creativity. Although advocates claim that handbooks serve only as a supplement to the more traditional methods of debate instruction, this noble aim is lost in everyday practice. Forensic coaches need to crystalize the educational objectives for their programs. They may then find that the debate community is better off without handbooks, which are costly not only economically, but also educationally, as the use of handbooks extracts from life-long skills--the greatest cost of all. (HTH)

ED 267 543 EC 182 063

Assael, Daniel, Ed.
Handicapped Children's Early Education Program. Directory: 1983-84. Edition.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jun 84
NOTE- 208p.; For earlier directories see, ED 207 279, ED 216 508, and EC 182 062. For 1984-85 directory see ED 261 515.
GRANT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Early Childhood Education; Infants; Outreach Programs; Program Descriptions; State Programs; Young Children
IDENTIFIERS- *Handicapped Childrens Early Education Program

The 1983-84 directory presents synopses and descriptions of Handicapped Children's Early Education Program (HCEEP) projects. An initial chapter reviews the background of HCEEP and reviews a 1982 study of the impact of HCEEP. The overview section presents information gathered from 1983-84 surveys on the type of activities pursued by the five types of HCEEP projects: (1) demonstration projects; (2) outreach projects; (3) state implementation grants; (4) early childhood research institutes; and (5) technical assistance. The main segment of the directory presents abstracts on 164 HCEEP projects. Abstracts include identifying information as well as information on fiscal agency, administrators, staff titles, target population characteristics, program for children and parents, measures of child progress, and features and products. A project list and topic index conclude the directory. (CL)

ED 267 236 CE 043 771

Jewell, Larry R.

Interpretation and Analysis of Data. Student Worksheets for Vocational Agricultural Courses .

North Carolina State Univ., Raleigh. Dept. of Occupational Education.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 22p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 772-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; *Data Interpretation; Definitions; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematics Skills; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers interpretation and analysis of data, provides practice in activities such as using tables and graphs, following directions, completing loan applications, and filling out Federal and state income tax forms common to farm operations. (KC)

ED 267 306 CG 018 886

Der-Karabetian, Aghop; Smith, Anthony J.
Sex Role Stereotyping and Self-Characterizations by College Men and Women.

PUB DATE- 79
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjectives; Attribution Theory; College Students; Factor Analysis; Higher Education; *Personality Traits; Self Concept; *Sex Differences; *Sex Role; *Sex Stereotypes

Research assessing sex-role characteristics has been derived from personality assessments or interests and has often reflected the conceptual biases of the researchers. A study was conducted using common but unselected attributions by requiring absolute judgments and by using factor analysis on the data. The 367 adjectives were selected by methods designed to eliminate any researcher bias. Participants (N=683) were men and women from an introductory psychology class. Stereotypic judgments were obtained by having two groups of men and two groups of women, with 50 subjects in each of the two groups, rate the extent to which a characteristic described a typical male or female today on an 11-pont scale. Self-characterizations were obtained by having 69 men and 84 women describe themselves on the same scale. Ratings of desirability characteristic of the typical male, female, and self were made independently. Men and women had high agreement concerning the attributes of typical males and females with a correlation of .76. Differentiating characteristics were identified. The results do not support traditional findings of the lesser desirability of the feminine stereotype compared to the masculine stereotype. The single factor which explained 83.3 percent of the total variance conflicts with results from earlier studies. (ABL)

ED 267 350 CG 018 930

Teenage Pregnancy: The Problem That Hasn't Gone Away.
Alan Guttmacher Inst., New York, N.Y.
PUB DATE- 81
NOTE- 82p.; Photographs may not reproduce clearly; figures use color and may not reproduce clearly.
AVAILABLE FROM- The Alan Guttmacher Institute, 360 Park Avenue South, New York, NY 10010 ($5.00/copy, discount on more than 11 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abortions; *Adolescents; Birth Rate; *Contraception; *Early Parenthood; *Pregnancy; Pregnant Students; Sex Education; Statistical Analysis; *Unwed Mothers

This document gives information about teenage pregnancy and related issues. The document is divided into 10 sections and then further subdivided into components. The components contain prose summaries with statistical charts. Section 1, Sexuality Activity and Marriage, provides data on trends in premarital sex and marriage rates for black and white adolescents. Section 2, Contraceptive Use, contains data on contraceptive use, choice of contraceptive method, effects of using contraceptives, and reasons for nonuse. The third section, Teenage Pregnancy and Its Resolution, discusses unwanted pregnancy and abortion rates. Section 4, Adolescent Births, compares the adolescent birth rate of the United States to rates of other countries and examines the issues of marriage and adoption. Section 5, Consequences of Teenage Childbearing, presents data on adverse health, social, and economic consequences of teenage pregnancy, including infant death risk, low-birth-weight babies, and financial problems of teenage parents. Section 6, Sex Education, looks at the issue of sex education by state. Section 7 deals with family planning services and contraceptive research. Section 8 provides data on abortion services; section 9 discusses services to pregnant teenagers, adolescent parents, and their babies; and section 10 considers the feasibility of solving the problem of teenage pregnancy. (NRB)

ED 267 410 CS 209 592

Engen-Wedin, Nancy; Collins, Terence
Composition, Word Processing, and the Learning Disabled College Writer: An Annotated Bibliography.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 68p.; Publication of the Learning Disabled College Writers Project.
AVAILABLE FROM- Learning Disabled College Writers Project, University of Minnesota, General College, 106 Nicholson Hall, 216 Pillsbury Drive, S.E., Minneapolis, MN 55455 ($5.00, prepaid, checks only).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Higher Education; *Learning Disabilities; *Microcomputers; Research Projects; Word Processing; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Learning Disabled College Writers Project

The annotated bibliography presented in this document reflects the focus of the first year of a three-year federally funded research program intended to shed light on the writing processes of learning disabled college-aged writers. With special emphasis on the use of technology in creating workable, mainstreamed curricula, this bibliography incorporates studies about whether inexpensive microcomputers and commercially produced word-processing software can improve the attitudes and performance of learning disabled writers. The introduction provides an overview of the project and comments on the items included in the literature review. Annotated entries are coded according to one or more of the following categories: the role of microcomputers in mainstream writing instruction; characteristics of learning disabled college students; writing instruction for learning disabled college students, with special attention to applications on microcomputers; and writing-related career and vocational options for learning disabled college students. (EL)

ED 267 455 CS 505 204

Rubin, Donald; And Others
Project Synapse. Sparking Connection between Speech and Writing. Instructor's Handbook.
Georgia Univ., Athens.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 189p.; Some pages containing student writing may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; Higher Education; *Integrated Activities; *Learning Activities; Motivation Techniques; Oral Language; Persuasive Discourse; *Remedial Instruction; Rhetorical Invention; Speech Skills; *Student Motivation; *Writing Instruction; Writing Skills
IDENTIFIERS- *Basic Writing; Project Synapse; *Speaking Writing Relationship

Intended for college-level basic writers, the program described in this report integrates selected oral communication training with writing instruction. The first section of the report presents a rationale for the program--which uses oral activities to enhance students' development in the underlying rhetorical abilities of invention, audience adaptation, and argumentation--and the second section discusses classroom interaction, concentrating on ways to use groups to best advantage. The third, fourth, and fifth sections describe specific activities that involve students in oral exercises to increase writing motivation. The activities described are role switching, peer questioning, and forensic discussion. The sixth section discusses the role of grammar instruction, offering several grammar modules, and the seventh explains how the program is used with international and English-as-a-second-language students. The final section describes the possible uses of the program in a writing-across-the-curriculum program. (FL)

ED 267 484 EA 018 190

Logue, Dennis E.
Pension Plans at Risk: A Potential Hazard of Deficit Reduction and Tax Reform.
National Center for Policy Analysis, Dallas, TX.
REPORT NO.- NCPA-Policy-R-119
PUB DATE- Oct 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Finance Reform; Income; Investment; Occupational Mobility; *Retirement Benefits; Taxes
IDENTIFIERS- *Pension Plans; Tax Deferral

The most widely used pension plans in the United States are defined-benefit plans under which employers pay workers a fixed pension, usually a percentage of their final salaries. Defined-contribution pension plans, under which employers and employees set aside funds that are invested for the employees, are growing in popularity and are particularly common in colleges and universities. Profit-sharing plans, voluntary savings plans, and individual retirement accounts are types of defined contribution plans. Pension plans commonly receive advantageous tax treatment, but efforts are currently being made to eliminate these advantages for defined-contribution plans. This report reviews the operational differences between the two types of pension plans and notes the levels of performance achieved by each. The problems posed by defined-benefit plans are analyzed. These include severe losses to employees changing employers, [illegible] potential for manipulation of defined-benefit plans by employers to their own advantage, the underfunding of the plans, their low rates of return, and their susceptibility to the effects of inflation. The report concludes that eliminating tax advantages for defined-contribution plans would be a serious mistake, hindering labor mobility, restricting retirement income, and decreasing funds available for investment. (PGD)

ED 267 512 EA 018 315

Oja, Sharon N.; Pine, Gerald J.
Collaborative Action Research: A Two Year Study of Teachers' Stages of Development and School Contexts. Executive Summary.
New Hampshire Univ., Durham. Dept. of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 47p.
GRANT- NIE-G-81-0040
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Change Agents; *Educational Change; *Educational Cooperation; Educational Innovation; Elementary Secondary Education; Feedback; Interprofessional Relationship; Participant Observation; Personality Measures; Principals; Problem Solving; *Professional Development; *Research Design; *Research Projects; Research Utilization; Self Evaluation (Groups); Teacher Attitudes; Teacher Characteristics; Teacher Morale
IDENTIFIERS- *Collaborative Action Research; Defining Issues Test of Moral Judgment; Paragraph Completion Test of Conceptual Complexity; Sentence Completion Test

The Action Research on Change in Schools (ARCS) project was a collaborative action research study that involved two levels of research: a specific research project in each of two junior high schools in Michigan and New Hampshire, and a simultaneous study of the collaborative action research process itself as it relates to teachers' individual stages of development. Both teams involved all staff members in research activities that focused on evaluation studies of school-based scheduling issues and their effect on curriculum and instruction. Three empirical measures assessing moral judgment, ego development, and conceptual complexity were administered to all participating teachers, and a variety of documentation techniques were used to record and monitor the process of action research in each team. This executive summary presents findings from both levels of the study. First, a comparison is presented of teachers at each of the four stages of development: conventional, transitional, goal-oriented, and self-defining. Next, the collaborative action research process is described, along with teacher-perceived outcomes in the areas of school context, collegiality, teachers as action researchers, and collaborative action research. A discussion ensues of collaborative action research as it relates to staff development and school improvement. The report concludes with implications of the findings for principals and school administrators and for staff developers, teacher educators, and researchers. References are included. (TE)

Brophy, Kathleen; And Others
Adult Interaction and Questioning of Special Needs Children in an Integrated Programme.
PUB DATE- Apr 85
NOTE- 28p.; Paper presented at the Society for Research in Child Development (Toronto, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Foreign Countries; *Interaction; Preschool Education; *Questioning Techniques; Teacher Behavior; *Teacher Student Relationship

To assess teacher interaction (specifically in regard to the use of questions) with special needs and nonspecial needs preschoolers, 16 special needs and 16 control Ss (3 to 5 years old) were identified. Each of the target Ss was videotaped for two different 15-minute segments in free play and at randomly selected times. Videotapes were analyzed for adult-child interactions and for each question asked by the adult of the child. On the whole, teachers behaved in a very similar manner with both special needs and nonspecial needs Ss. However, nonspecial needs Ss initiated 32 interactions with the adults while special needs Ss initiated only 14. Teachers asked significantly more questions of special needs Ss than nonspecial needs Ss. Evaluation questions were the most frequently asked of both groups. Findings support previous work suggesting the need for helping teachers formulate more divergent questions to develop students' problem solving skills. Results also indicated the importance of training teachers to interact more verbally with nonverbal children. (CL)

ED 267 577 EC 182 098

Auxter, David; And Others

Teaching the Severely Mentally Retarded and Elderly to Stand.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 24p.; Paper presented at the Annual Conference of the Research Institute for Independent Living.
GRANT- 029AH50223
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Motor Development; *Older Adults; *Physical Therapy; *Severe Mental Retardation; *Skill Development

The study explored behavioral procedures for developing the skill of standing from a chair for a severely mentally retarded 11-year-old nonambulatory girl and an 86-year-old man residing in a nursing home for the elderly. Functional assessment and programing determined the specific instructional needs of each S. A changing criterion design was conducted to shape the hip and knee extensors for both Ss. Intensive habit shaping procedures of hip and knee extensors which facilitate standing were successful with each S; however, the retarded S took longer to develop the prerequisite strength for standing and required more extensive programing than the elderly S. Collateral effects for the retarded S included reciprocal functioning of the knee flexors to the knee extensors and the development of timing to integrate two basic motor components of the standing task. (CL)

ED 267 205 CE 043 724

Vocational Office Education: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 17p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Business Skills; Clerical Occupations; *Course Content; Course Descriptions; Course Organization; Educational Needs; *Educational Objectives; Educational Resources; Job Skills; Job Training; Office Occupations; *Office Occupations Education; Secondary Education; *Typewriting; Vocational Education

This scope and sequence guide, developed as an introduction to a vocational office education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, audiovisual aids, kits, projects, simulations, and workbooks. This one-period block program is especially designed to introduce students to office education curriculum experiences. It includes the development of basic typewriting skills, along with an introduction to accounting, shorthand, general clerical, data processing, and office machines. Upon completion of the course, students should be aware of the further course offerings available and be able to select courses appropriate to their needs and abilities. (KC)

Technical Education in South Carolina. The Imperative Need for Educational Changes. A Position Paper Resulting from a Study Committee.

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.

PUB DATE- 29 Feb 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Educational Innovation; *Educational Needs; *Educational Planning; Educational Policy; Educational Quality; *Statewide Planning; *Two Year Colleges; Vocational Education; *Vocational Schools
IDENTIFIERS- *South Carolina

Although the technical colleges of South Carolina have an outstanding reputation, changing conditions create a need for improvement in these colleges to serve the students of the future. Improvements are needed in the quality of instruction and in the area of special educational programs. To improve the quality of instruction, it should become competency based; more emphasis should be placed on mathematics and science; a broad-based curriculum should be developed; more full-time faculty should be hired; equipment should be updated; faculty development should be stressed; new facilities must be built; and higher technical skills and knowledge levels must be sought, often through articulation with high school and four-year college programs. Special educational programs are needed in three areas: special schools to teach subjects such as entrepreneurship, service occupations, and information technology; remedial education for low-achieving students; and correctional education for incarcerated persons. A statewide study is needed to examine the current delivery system of vocational and technical education relative to the needs of the state. The study should result in a plan for these areas of educational improvement in South Carolina. Technical colleges have earned an enviable reputation, which deserves to be maintained and enhanced to help in raising the standard of living for South Carolina citizens. (KC)

ED 267 379 CS 008 353

Combs, Martha; Yellin, David

Congruence of Beliefs and Practices of Elementary and Special Education Majors.

PUB DATE- Dec 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Congruence (Psychology); *Educational Philosophy; Elementary Education; Higher Education; *Learning Theories; Preservice Teacher Education; *Reading Instruction; *Reading Research; Special Education Teachers; *Student Attitudes; Teaching Methods; Undergraduate Students
IDENTIFIERS- Reading Beliefs Inventory

A study identified individuals' beliefs about learning and practices in reading and the degree of congruence between the two. Sixty-two undergraduate elementary and special education majors enrolled in the first of three reading methods courses completed the Reading Beliefs Inventory (RBI). In the first part of the RBI, consisting of 10 categories with statements representing three psychological-philosophical views, subjects selected the one statement that most closely matched their personal beliefs. The categories were definition of man, motivation, learning conditions, social learning, intellectual development, knowledge, instruction, curriculum, organization, and evaluation. In the second part of the RBI, consisting of 12 paragraphs describing an instructional situation along with possible teacher reactions representing three models of reading, subjects again chose the one closest to their personal beliefs. The 12 categories in this section consisted of defining the reading process, beginning reading, context clues, new vocabulary, phonics, sight vocabulary, meaningful word parts, developing a meaning vocabulary, oral versus silent reading, comprehension, materials, and attitudes. Results indicated that undergraduate elementary and special education majors generally held beliefs about education that were cognitive in nature. Three pages of references and tables of data are appended. (HOD)

ED 267 425 CS 209 612

Recipe Book for Communication Skills. Volume II.
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.

PUB DATE- Mar 86
NOTE- 42p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Communication; *Communication Skills; Elementary Secondary Education; *English Instruction; Group Activities; *Language Arts; *Learning Activities; Listening Skills; Reading Skills; Speech Skills; Student Motivation; Teaching Methods; Writing Skills

Intended for classroom use, this book presents language arts activities for either the elementary or the secondary level. The first section contains speaking, listening, reading, and writing activities for elementary school students, with activities that are also appropriate for students at the secondary level. The second section, for the secondary level, combines the speaking, listening, reading, and writing activities into such projects as writing a class poem, preparing a persuasive speech, playing synonym bingo, and writing a news story. (EL)

ED 267 440 CS 209 628

Danish, Barbara
Assumptions and Belief Systems That Underlie a Teacher's Use of Writing.
PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Classroom Observation Techniques; Elementary Secondary Education; *English Teacher Education; *Teacher Attitudes; *Teacher Behavior; *Writing Instruction

Surveys of teachers' use of writing in the classroom indicate that many teachers continue to use writing in a limited capacity, primarily for drill, notetaking, and evaluation. However, while these studies suggest attitudes teachers might hold, they say little about the beliefs that might underlie those attitudes. For example, the observation of one fourth grade teacher for one year revealed that appearance was of paramount importance to her; consequently, surface error became the most important part of a text to her. The teacher was not interested in generating or encountering problems that forced her to rethink her ideas or develop new solutions. She also felt the need to be the ultimate authority in the classroom and to have the children serve as a ready audience for her feelings. This need to express her feelings relates to writing in opposing ways. On the one hand, teachers believe that people need to express their feelings, while on the other hand, their desire to be the ultimate authority suppresses the children's desire for free expression. Such attitudes are not conducive to the concept of writing as a process and should be of concern to teacher educators. (HOD)

ED 267 499 EA 018 296

Bania, Neil; And Others
Effective Environments for Secondary Schooling: Modelling the Process of Choosing between Public and Private Schools. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 38p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($2.50 prepaid; quantity discounts; postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Quality; Models; Private Schools; Public Schools; *Research Methodology; *School Choice; *School Effectiveness; Secondary Education; Statistical Analysis; *Statistical Bias
IDENTIFIERS- High School and Beyond (NCES)

To assess the relative effectiveness of public and private school environments, researchers must distinguish between the effects of the schools' programs and the students' innate abilities. Student background variables do not appear to account for all the important differences among students attending public and private schools. This document proposes and tests a model of school selection that relates school choice to a family's assessment of public and private school quality. The assumption is that unless private schools appear to offer distinct advantages they would not be selected over tax-supported public schools. The model was tested using data from the High School and Beyond studies of1980 and 1982. The researchers determined that when estimates of the educational production function for public and private schools were corrected for sample selection bias using the school choice model, private

schools no longer displayed a significant advantage over public schools in educating the average student. This report describes the model, reviews the data used to test the model, presents the equation that expresses the concepts in the model, discusses the application of educational production functions, and explains how these elements can be manipulated to reveal relative school effectiveness. (PGD)

Roweton, William E.
Gifted/Talented Education: An Exercise in Measured Enthusiasm.
PUB DATE- 19 Apr 85
NOTE- 15p.; Paper presented at the Midstates Gifted and Talented Conference (Dodge City, KS, April 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Gifted; *Organizational Development; Program Evaluation; Talent

The paper suggests that schools often jump into gifted education programs impulsively without adequate planning and curriculum construction. It is asserted that gifted programing must adapt to its school and host community. The contributions of organizational development training in program development are noted. Curricular construction is three-phased: (1) development of program objectives from general to instructional goals; (2) selection or construction of appropriate curricula; and (3) evaluation. It is concluded that gifted/talented program demise is more frequently due to lack of organizational support or comprehensive evaluation strategy rather than to inappropriate or insufficient curriculum content. (CL)

ED 267 222 CE 043 741

Trowel Trades: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 22p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Building Trades; *Course Content; Course Descriptions; Course Objectives; Educational Resources; *Masonry; Secondary Education; *Trade and Industrial Education; Vocational Education

Intended for use by all trowel trade instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the trowel trades (masonry) program. General course objectives are then listed. Outlines of the course content are presented for these courses: trowel trades (masonry) I, II, and III. Suggested time and specific objectives are provided for each major topic. A listing of resource materials, which includes textbooks, curriculum guides, and audio visual materials, is appended. (YLB)

ED 267 252 CE 043 815

Rosenfeld, Vila M.; Holsey, Lilla G.
Mathematics Competencies in Vocational Education. Business and Office Education, Consumer and Homemaking Education, Marketing and Distributive Education.
East Carolina Univ., Greenville, N.C. School of Home Economics.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 70p.; For a related document, see CE 043 816.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Business Education; *Competence; Competency Based Education; Consumer Education; Distributive Education; Home Economics; *Integrated Curriculum; Marketing; *Mathematical Applications; Mathematics Instruction; *Mathematics Skills; Office Occupations Education; Secondary Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS- *North Carolina

A project was conducted in North Carolina to identify mathematics competencies in three selected vocational programs: consumer and homemaking education, business and office education, and marketing and distributive education; to develop subcompetencies to reflect the mathematics skills implied in the identified competencies; to validate the subcompetencies; and to develop training and dissemination activities related to the competencies. An advisory committee was formed and chose 12 teachers (6 mathematics teachers and 2 each from the 3 vocational areas) to participate in the project. The 12 teachers met with a leader for two day-long sessions at East Carolina University to identify vocational competencies that require mathematics skills, to develop subcompetencies, and to develop a matrix of mathematics competencies identified in the vocational competencies. The materials were subsequently validated by a sample of 444 students, parents, teachers, and business persons, who agreed strongly that the revised programs included a great deal of mathematics content. Besides a description of the project, this paper includes (1) a list of vocational competencies that have been identified as having mathematics skills associated with specific tasks/outcomes performed in each of the vocational courses, (2) subcompetencies for each competency statement identified as having implied mathematics content, (3) a matrix that illustrates the required mathematics skills for each of the selected vocational courses, and (4) an annotated bibliography of selected references and curriculum materials. (KC)

ED 267 266 CE 043 890

Underwood, Rachel A.
Written, Produced and Directed....by You.
PUB DATE- Feb 86
NOTE- 6p.; Paper presented at the National Vocational Home Economics Education Conference (Columbus, OH, February 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Equipment Utilization; Home Economics; *Home Economics Teachers; Secondary Education; *Teacher Developed Materials; Video Equipment; *Videotape Recordings
IDENTIFIERS- Texas

Home economics teachers comprise the newest group of professionals to become movie producers and directors. They are using video equipment--the video camera, monitor, and recorder. Advantages of video equipment for classroom use are affordable prices, tapes that can be reused, and student enjoyment of teacher-made tapes. Home economics content is well suited to video use. Areas more appropriate than others include clothing and textiles, consumer economics and management, and interior design and housing. Good sources for making videos are the students themselves, field trips, and resource persons. Videos add to class lectures by reinforcing lessons, introducing units of study, and stimulating class discussions. A video usage survey of vocational home economics teachers in Texas indicates that most school districts have video equipment in the high schools; over one-half of home economics departments do not have video equipment available; given the opportunity, teachers would use video equipment; videos are considered a good teaching tool; and over three-fourths of the teachers think students do benefit from watching videos. (YLB)

ED 267 293 CE 044 010

Automation of America's Offices, 1985-2000.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.

PUB DATE- Dec 85
NOTE- 357p.
CONTRACT- OTA-CIT-287
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Automation; *Computers; Data Processing; *Education Work Relationship; Employed Women; Employer Employee Relationship; Employment; *Futures (of Society); Government Role; Job Simplification; Man Machine Systems; Minority Groups; Obsolescence; *Office Occupations; Office Practice; Policy Formation; Quality of Working Life; Small Businesses; *Technological Advancement; Work Environment

This study assesses the consequences of the continuing and rapid introduction of information and telecommunications technologies in offices. The report of the study contains 12 chapters. After a brief look at the context of office automation from the perspective of history, the first chapter highlights some expectations about the technologies and their development over the next 15 years. It also introduces a framework that guides the assessment, summarizes the findings, and identifies policy issues for the next decade. Chapters 2 through 6 discuss the possible effects of office automation in more detail. They deal with potential effects on employment levels; the kind of training and education needed for office work; changes in work content, jobs, occupations, and organizations; the quality of work life, the office environment and labor management relations; and the security and confidentiality of information. Chapters 7 and 8 consider two alternatives to conventional offices, made feasible by office automation: home-based work and performance of data-entry operations in countries with lower paid workers. Chapter 9 and 10 look at office automation in the public sector, while Chapter 11 deals with office automation and small businesses. The final chapter considers the implications of office automation for two groups: working women and minorities. Appendix A describes office automation technology as it is now and as it is likely to develop between 1985 and 2000, while Appendix B summarizes case studies of the automation of several offices. (KC)

Koss, Mary P.; And Others
Hidden Rape: Incidence and Prevalence of Sexual Aggression and Victimization in a National Sample of Students in Higher Education.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md. National Center for the Control and Prevention of Rape.
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Some pages may be marginally reproducible due to small print.
GRANT- MH-31618
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *College Students; Females; Higher Education; Males; *Rape; *Sex Differences; Sexual Abuse; *Victims of Crime; *Violence

Rape is believed to be one of the most underreported crimes with 3 to 10 rapes committed for every one that is reported. Rape represents an extreme behavior which can be placed on a continuum of sexual aggression defined by degrees of coercion and force. The prevalence of sexual aggression among college students nationally was examined in 3,187 female and 2,872 male college students enrolled in 32 colleges chosen for their national diversity. A self-reporting questionnaire was administered in classes which included questions on demographics, sexual experiences before and after age 14, family and social history, current behavior, and psychological characteristics. The results indicated that 15.4 percent of college women reported experiencing legal rape and 4.4 percent of college men reported perpetrating legal rape. An additional 12.1 percent of women reported having experienced attempted rape and 3.3 percent of men reported having attempted to rape someone. Virtually none of these crimes were reported and thus represent "hidden rape" not reflected in crime statistics. Men did not admit to the levels of sexual aggression that women reported. Few women reported the crime or sought victim assistance. Rates of sexual victimizaton/aggression were robust and did not vary with school size, type of institution, location, or population size. Future research should investigate conditions which lead to this violence. (ABL)

ED 267 335 CG 018 915

Tillinghast, Margo Amy; VandeCreek, Leon
Confidentiality Expectations and Preferences of College Students.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Confidentiality; *Counselor Client Relationship; *Counselor Role; *Disclosure; *Expectation; Higher Education; *Psychotherapy

Confidentiality in psychotherapy has long been assumed. Recently, this confidentiality has been threatened by computer filing systems, the courts, and third party payers of client expenses. This study investigates client expectations of confidentiality and information subject to disclosure. Subjects (N=185) were undergraduate students who completed questionnaires describing 10 clinical problems and 8 potential disclosure situations. Subjects rated how much information they would expect to be divulged and how much information they would prefer to be released. The results indicated a three-way interaction between clinical problems, potential recipients of information, and expectations about release of client information. Subjects always preferred that less information be divulged than they expected to occur. Subjects expected information to be divulged. Since previous research has shown that clients do not disclose as much when they do not expect their communication to be confidential, psychotherapists should discuss the limits of confidentiality with their clients. (ABL)

ED 267 365 CG 018 946

Prospects for Better Health for Older Women. Hearing before the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session (Toledo, OH).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-99-128
PUB DATE- 15 Apr 85
NOTE- 74p.; Serial No. 99-3.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Aging (Individuals); *Females; *Health; *Health Needs; Hearings; *Older Adults; *Prevention
IDENTIFIERS- Congress 99th; *Health Promotion

This document is the text of a Senate hearing on prospects for better health for older women. Senator Glenn's opening remarks discuss the importance of health promotion measures in reducing chronic illnesses, the lack of insurance for these health promotion activities, specific problems for "pink-collar" working women, and biomedical advancement. Opening statements are also included from Congresswoman Kaptur and from Martin Janis, the director of the Ohio Commission on Aging. Billie Sewell Johnson, director of the Area Agency on Aging testifies about local programs and the problems older women have in securing health care. Eileen Metress, professor of health education at the University of Toledo testifies about the effects of cigarette smoking, diet, and exercise on the incidence of osteoporosis, heart disease, and cancer. Dr. John McGreevey, director of the Office of Geriatrics of the Medical College of Ohio discusses health care needs of the elderly. Robert Harootyan of the Office of Technology Assessment testifies about the demography of aging. Dr. Raymond Gifford of the Cleveland Clinic examines the issue of hypertension in the elderly. Deanne Damschroder of the Arthritis Foundation discusses arthritis in the elderly. An appendix includes written statements submitted by interested persons. (ABL)

ED 267 544 EC 182 064

Tolfa, Debra; And Others
Extended Mnemonic Instruction with Learning Disabled Students.
Utah State Univ., Logan.
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Learning Disabilities; *Mnemonics; Retention (Psychology); *Teaching Methods; Vocabulary

Sixty-four learning disabled sixth, seventh, and eighth grade students were assigned to 24 small instructional groups which were in turn assigned at random to mnemonic and control conditions. Instructional groups were then given three daily lessons on dinosaurs in counterbalanced order. The lessons involved dinosaur vocabulary, attributes of dinosaurs, and reasons for dinosaur extinction. Mnemonic groups were taught the information using keyword and pegword techniques. Control instructional groups were taught the same information using the principles of direct instruction, including teacher-directed questioning, choral group responding, fast instructional pacing, and cumulative review. A test was given after each lesson on that lesson's content. On the fourth day, all students were given production and identification tests on the content of all three lessons. Results indicated that mnemonic groups outperformed control groups on both delayed tests as well as the attributes and extinction lesson. Mnemonic groups also outperformed control groups on the vocabulary lesson and on a test of applicaton of dinosaur word parts. In addition, it was found that control subjects' responses revealed significantly more intralist intrusions than mnemonic subjects'. No meaningful trend across days of instruction was observed for either condition, and interference across lessons (interlist intrusions) were not observed in either condition. Results suggested that (1) previously validated mnemonic techniques were successful over several days of instruction; (2) mnemonic instructional groups performed significantly better than a direct questioning condition on a delayed test of extended instruction; (3) mnemonic and control Ss were equally able to apply learned vocabulary information; and (4) mnemonic instruction appeared to exhibit no inhibiting effect over several different lessons and days of instruction. (Author/CL)

ED 267 177 CE 043 596

Lattimore, Ruth; And Others

VOT Enterprises, Inc. A Word Processing Task Simulation. Employee's Manual Student's Guide and Employer's Manual Teacher's Guide .

Georgia State Univ., Atlanta.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 85
NOTE- 180p.; For other manuals, see CE 043 598, CE 043 600, and CE 043 602. Portions of document are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Skills; Instructional Materials; *Job Skills; Learning Activities; *Office Occupations Education; *Office Practice; Secondary Education; *Simulation; *Word Processing

This word processing task simulation is designed for use in office occupations programs at the secondary level. The primary purpose is to give the student the opportunity to become familiar with the tasks and duties that may be performed by word processing personnel in a real work situation. The employee's manual provides general information for the student on use of the work order (instruction sheet), time clocks, office reference manuals, personal appearance, employer/employee relations, and performance and progress. It also contains the 28 tasks the student is required to perform. Each task consists of a work order that describes the work and special instructions and most of the written materials that are needed to perform the task. Tasks are designed to be completed in a relatively short period of time--from 15 minutes to 1 hour. The employer's manual (teacher's guide) contains an information sheet for each task that details descriptions, materials/supplies and equipment, and suggested requirements (prerequisites, approximate completion time, accuracy); the keys to tasks found in the employee's manual; and scripts to cassette tapes that provide the information needed to perform certain tasks. (YLB)

ED 267 191 CE 043 710

Vocational Office Education Co-op: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 27p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Basic Skills; Behavioral Objectives; *Clerical Occupations; Communication Skills; Competency Based Education; *Cooperative Education; Course Content; Evaluation Criteria; Human Relations; Job Search Methods; Mathematics Skills; *Office Occupations Education; Secondary Education; Student Evaluation; Student Organizations; Supervisory Methods; Taxes; Vocational Adjustment; Word Processing

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2-year cooperative office occupations education program. The guide consists of a course description; general course objectives; course content outlines for each semester of the 2 years of the program; and lists of recommended textbooks, curriculum guides, handbooks and booklets, and periodicals. Topics addressed in the four course content outlines include the following: (1) student responsibilities in cooperative education programs, youth organizations for youth in office occupations cooperative education programs, job procurement procedures, business behavior, health and safety, refreshing basic skills, and communication skills; (2) income tax, recordkeeping and math and clerical procudures; (3) human relations, communications, supervisory and management skills, and planning and organization skills; and (4) word processing. (MN)

ED 267 237 CE 043 772

Jewell, Larry R.

Decimals. Student Worksheets for Vocational Agricultural Courses .

North Carolina State Univ., Raleigh. Dept. of Occupational Education.

SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 10p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; *Decimal Fractions; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematics Skills; Number Concepts; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers decimals, provides practice in activities such as converting fractions to decimals and converting decimals to fractions; and addition, subtraction, multiplication, and division of decimals. These concepts are shown through applications such as determining housing needs for various kinds of farm animals, and estimating cost of materials for a job. (KC)

ED 267 307 CG 018 887

Abbey, Antonia; Rovine, Michael
Social Conflict: The Negative Aspect of Social Relations.
PUB DATE- 25 Aug 85
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Conflict; Drug Use; *Interpersonal Relationship; *Social Networks; *Social Support Groups; Stress Variables; *Well Being

Interpersonal relationships can be nonsupportive as well as supportive. A study was conducted to investigate the negative aspects of social relations which parallel two positive components of social relations, esteem support and affirmative support. If social support represents the positive aspects of interpersonal relationships, social conflict represents the negative. Social support and social conflict were measured in relation to stress in 675 outpatient pharmacy users, about one-half of whom had filled a prescription for Valium within the previous six months. (The effects of Valium use on stress and well-being were of interest to the researchers whose longitudinal data were used in this study.) Although not intended to be representative of American adults, the subjects' distributions of sex, age, and education were similar to those for American adults. Participants were interviewed on four different occasions in their homes with questions about stress, life quality, social support, social conflict, positive and negative affect, self-esteem, physical health, performance at work and home, and medication use. The results indicated that social support and social conflict were not correlated. Positive and negative aspects of social relations did appear to be independent of each other. Social support was found to relate strongly to positive outcomes while social conflict related strongly to negative outcomes. (ABL)

Dean, Roger A.; And Others

Reality Shock: What Happens Whan a New Job Doesn't Match Expectations.

SPONS. AGENCY- American Society for Personnel Administration, Berea, Ohio.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountants; *Employee Attitudes; Employment Problems; *Expectation; *Job Satisfaction; *Organizational Climate; Organizations (Groups); *Vocational Adjustment

Organizational socialization is the process by which a person learns the values, norms, and required behaviors that allow an individual to function as a member of an organization. The individual has expectations of job content, job context, and career expectations. Reality shock occurs when a newcomer's expectations differ from experiences in the organization. The hypothesis that reality shock negatively influences organizational commitment and commitment-related behaviors was tested in a longitudinal field study conducted at a large accounting firm. Subjects (N=162) were new accountants. A questionnaire was administered on the first day of employment to assess pre-employment expectations. A second questionnaire measuring perceptions was administered one year later. The accountants reported significant levels of reality shock. Results supported the hypothesis that the extent of reality shock experienced does impact the employee's organizational commitment, attitudes, intentions, and behavior. Correlations between reality shock measures and organizational commitment measures were negative. The results also indicated that older newly-hired accountants were more committed than were younger accountants, and those from blue collar families were more committed than were those from upper class, professional families. (ABL)

ED 267 395 CS 209 186

English: A Bridge to Communication and Understanding. Curriculum Guide for the Teaching of English in the Public Schools of Puerto Rico, Grades One to Twelve.

Puerto Rico State Dept. of Education, Hato Rey.

PUB DATE- 85
NOTE- 367p.; Small print throughout document may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; *English Curriculum; Foreign Countries; Language Role; *Language Skills; *Reading Skills; *Second Language Instruction; Second Language Learning; *Sequential Approach; Sociocultural Patterns; Speech Communication
IDENTIFIERS- Puerto Rico

Recognizing that different groups of students have different reasons for learning a second language, different language needs, and different intellectual capacities and abilities, this guide presents recommended language skills for an eclectic approach to English as a second language instruction. The language and reading scope and sequence for grades one through twelve include (1) attitudes and values that take into consideration the sociocultural context in which the second language operates, (2) a list of concepts that explain in a very simple way how language operates and how the meaning is related and expressed by the forms within the sentence, (3) language functions or acts that explain what the students can do through language, (4) the grade in which the linguistic skill should be initiated, and (5) specific time distributions per grade for the skills listed. (HOD)

ED 267 411 CS 209 593

Collins, Terence; Price, Lynda
Testimony from Learning Disabled College Writers on the Efficacy of Word Processing in their Writing Process. Working Paper.
Minnesota Univ., Minneapolis. General Coll.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 32p.; Publication of the Learning Disabled College Writers Project.
AVAILABLE FROM- Learning Disabled College Writers Project, University of Minnesota, General College, 106 Nicholson Hall, 216 Pillsbury Drive, S.E., Minneapolis, MN 55455 ($1.75, prepaid, checks only).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Higher Education; *Learning Disabilities; Microcomputers; Research Projects; *Word Processing; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- Learning Disabled College Writers Project; *Testimonials

As part of a three-year federally funded research program intended to shed light on the writing processes of learning disabled college-aged writers (with special emphasis on the use of technology in creating workable mainstreamed curricula), this paper records in an interview format the responses of students to the program, including word processing. The first section of the paper discusses the goals of the project, the equipment used (an Apple II computer and the word-processing product, an early version of "Magic Window)," and a sketch of each of the four students. The second section presents the unsummarized transcripts of learning disabled subjects discussing the capacities and limitations of the technology in accommodating their disabilities. (EL)

ED 267 426 CS 209 613

Hall, Susan E. M.
An Approach to Dictation with Young Children.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Apr 86

NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Beginning Reading; *Language Experience Approach; *Prereading Experience; Primary Education; *Reading Instruction; *Reading Readiness; *Writing Readiness; Writing Skills

Using student dictated stories to create class books is an exciting way to teach young children about books and writing. Children can thus use their own material as they learn to read, the books provide a class library, and writing through dictation allows young children to learn about reading and writing before they can read or write--even with invented spelling. This can be done with picture books, story books, sequenced stories, and books using previously printed material. Teachers need to (1) help children learn to dictate, allowing them to watch as it is being written; (2) be sensitive about both their own editing and editing by the children; and (3) encourage children to share the reading of the books with parents. Although class books should not be the only form of dictated writing, they provide a stimulating way for children to learn about literacy and books. (EL)

ED 267 471 CS 505 240

Edson, Belle A.
Communicating Intrapersonally about Stress: The Dynamics on Self.
PUB DATE- 15 Feb 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Problems; Coping; Course Content; Higher Education; *Speech Communication; *Speech Curriculum; *Stress Management; *Stress Variables

When designing a workshop about communication and stress, it is important to consider the medical definition--that stress is a physiological reaction to an external force that is interpreted by the individual--and the psychological definition--which suggests that through communication with self one can change the stress in one's life. Stress can then be studied as an intrapersonal communication involving human information processing, perception, cognition, feeling, and listening and speaking. Emotions are meanings that have come from one's way of linguistically constructing the world and can therefore be changed using rational self-counseling (changing irrational thoughts to more rational beliefs) and cognitive restructuring (using guidelines to rational thinking). Encouraging students to reconstruct their own realities and to gain control over stress in their lives is a practical approach for a basic course in communication. (Material elaborating on the 11 examples of irrational thinking, the 5 guidelines to rational thinking, and the irrational use of "should" is appended.) (EL)

ED 267 528 EC 182 048

Cooper, Carolyn S.; And Others
Interagency Collaboration and Parent Empowerment. Revised.
PUB DATE- 8 Oct 85
NOTE- 12p.; Paper originally presented at the Council for Exceptional Children/Division for Early Childhood, National Early Childhood Conference on Children with Special Needs (Denver, CO, October 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; Coordination; *Disabilities; Infants; *Parent Education; Parent Participation; Preschool Education

The paper describes a collaborative effort between Head Start and the Family, Infant and Preschool Program at Western Carolina Center (Morganton, North Carolina). The collaborative effort was designed to accomplish the goals of improving (1) services to handicapped children and their families, (2) the quality of parent involvement, and (3) mainstreaming opportunities for handicapped children. The primary way in which the two agencies worked together was through Project PAVE (Parents Are Volunteers Who Excel), which provided training for parent volunteers to work in Head Start classrooms. As a result of the parent training program 36 parents and professionals were trained. Six workshops were conducted on topics such as behavior management, school readiness, motor development, play, and community resources. (Author/CL)

Elam, Anne H.; And Others
Guidelines for the Identification of Artistically Gifted and Talented Students.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 85
NOTE- 114p.; Parts of the document may not reproduce clearly due to dark colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Drama; Elementary Secondary Education; Gifted; Music; *Screening Tests; Student Evaluation; *Talent; *Talent Identification; Visual Arts
IDENTIFIERS- South Carolina

The guidelines present a multi-step procedure for identifying artistically gifted and talented students in elementary and secondary schools throughout South Carolina. An initial section reviews three stages in the identification process: initial screening (through such avenues as faculty/administrator nomination, self nomination, and parent nomination); specific screening (checklists and auditions); and final screening (final auditions and interviews). The use of the South Carolina Rating Instrument for Artistically Gifted and Talented Students is described and sample identification forms included. Specific screening and final screening forms in drama, music, and visual arts are offered for grade levels 1 through 12. (CL)

ED 267 578 EC 182 099

Ortiz, Alba A., Ed.; Polyzoi, Eleoussa, Ed.

Characteristics of Limited English Proficient Hispanic Students in Programs for the Learning Disabled: Implications for Policy, Practice and Research. Part I. Report Summary.

Texas Univ., Austin. Dept. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 86
NOTE- 46p.
CONTRACT- 300-83-0272
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Eligibility; Evaluation Methods; *Handicap Identification; Hispanic Americans; *Learning Disabilities; *Limited English Speaking; *Referral; School Districts; Student Characteristics; *Student Evaluation; *Student Placement; Testing

An exploratory and descriptive study is reviewed which examined the identification and placement of 334 limited English proficient Hispanic students (grades 2-5) in learning disability programs. Ss' eligibility folders were examined to determine why they had been referred initially, how they were assessed, and to document the initial placement decision. District policies related to referral, assessment, and placement were also examined. The bulk of the report presents specific research questions, identifies data and statistical treatment, and summarizes results for the following topics: referral (most frequent reasons, grade and age level, retention history, socioeconimic background of referred students); comprehensive individual assessment (types of tests administered, language used to administer achievement and intelligence tests, scores on specific commonly used psychometric instruments); and placement (primary and secondary handicaps, makeup of referral and ARD (Admission, Review, and Dismissal) Committees. Recommendations for policy, practice, and research in pre-referral and referral, assessment, eligibility criteria, and placement committees conclude the report. (CL)

ED 267 206 CE 043 725

Air Conditioning, Heating, and Refrigeration: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 15p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; *Articulation (Education); Behavioral Objectives; *Course Content; Course Descriptions; Course Organization; Educational Needs; Educational Objectives; Educational Resources; Entry Workers; *Heating; Job Skills; Job Training; *Refrigeration; *Refrigeration Mechanics; Secondary Education; Skilled Occupations; Student Organizations; Vocational Education
IDENTIFIERS- Vocational Industrial Clubs of America

This scope and sequence guide, developed for an air conditioning, heating, and refrigeration vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, and audiovisual aids. This course is designed to prepare students for employment in the air conditioning, refrigeration, and heating industry; to provide students with the skills and knowledge necessary to install, service, plan, and estimate types of air conditioning, refrigeration, and heating systems; and to develop manipulative skills relevant to the trade. The course provides students with opportunities to participate in Vocational Industrial Clubs of America (VICA) leadership training, and in local, state, and national skills competition. (KC)

ED 267 280 CE 043 955

Adult Basic Education Programs in the Commonwealth of Pennsylvania. Evaluation Report: Fiscal Year 1984-85.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Feb 86

NOTE- 109p.; For the previous year's report, see ED 253 731. Some figures and tables may not reproduce well.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Basic Education; *Adult Programs; Dropouts; *Outcomes of Education; *Program Effectiveness; Program Implementation; *State Programs; *Student Characteristics; Student Educational Objectives; Student Recruitment; Teacher Characteristics

IDENTIFIERS- Adult Education Act 1966; *Pennsylvania

The Department of Education of the Commonwealth of Pennsylvania summarized efforts in adult basic education (ABE) for the period of July 1, 1984, through June 30, 1985, based upon information provided for every program funded under the Adult Education Act of 1966, as amended October 19, 1984. The information showed that from 1983-84 to 1984-85, progress was made in increasing the availability of programs throughout the state and in decreasing program dropouts. Demographic characteristics this year were similar to past years for the 25,373 students who received 12 or more program contact hours. The student population continued to be young, single, and nearly equally divided between males and females. Although most of the participants were white, the proportion of minority group members was larger than in the target population. Students most often indicated that obtaining a diploma was the reason they were participating. Students most often found out about the program through friends, by word of mouth, and by the news media, and less often through referrals from human service agencies. During the year, staff members increased by 8.4 percent from the previous year, although the increase represents greater use of volunteers. The ratio of students to staff dropped from 14:1 to 12:1. In general, the cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs, and diversity of special projects suggest that the Pennsylvania adult basic education program administrators are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. Appendices include: (1) survey instruments; (2) Statistical Section of the Federal Adult Education Annual Performance and Evaluation Report; (3) Pennsylvania ABE Program Summary by County; and (4) a list of Section 10 Funded Projects. (KC)

ED 267 336 CG 018 916

Howard, Darlene V.
Aging and Episodic Priming: The Propositional Structure of Sentences.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Aug 85
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- R01AG02751
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Aging (Individuals); Memorization; *Memory; *Older Adults; *Recognition (Psychology); *Word Recognition
IDENTIFIERS- *Priming Effects

When presented with linguistic material, elderly adults are often unable to report as much material as are younger people. To ascertain whether elderly adults are as sensitive as young adults to the underlying structure of the to-be-remembered sentences, a study was conducted using the item recognition priming technique. In this technique, people attempt to remember sentences containing unassociated nouns. The subjects are asked to decide whether or not individual words occurred in the studied sentence. Thirty-six young (18-25 years) and 36 elderly (64-82 years) subjects were tested with a series of 288 item recognition trials consisting of 144 occurring nouns and 144 distractor nouns. When the primed trials were compared with the control trials, a significant and prime effect was found for young and elderly people with no significant differences between the age groups. The differences on paired-recognition of the nouns, a more traditional measure of memory, were significant with young subjects being correct for 83 percent of the trials and elderly subjects being correct for 72 percent of the trials. Elderly persons appeared to be less sensitive to the underlying propositional structure of the sentence than were younger subjects. Younger people showed more within-proposition than between-proposition priming, whereas the elderly subjects did not. Using tests of memory without awareness may give a more complete measure of memory across the lifespan than do traditional measures. (ABL)

ED 267 441 CS 209 630

Wagner, Maryfrances

Preventive Maintenance: Establishing a Climate for Poetry.

PUB DATE- 20 Apr 85

NOTE- 17p.; Paper presented at the Annual Meeting of the Missouri Association of Teachers of English (Lee's Summit, MO, April 20, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Creative Writing; English Instruction; Literary Devices; *Motivation Techniques; *Poetry; Secondary Education; Student Motivation; *Teacher Role; *Teaching Methods; *Writing Instruction; Writing Skills

Teachers can help students learn the art of good poetry writing in a number of ways. One is to offer students a list of poetry standards that ask students to consider the poem's conciseness, clarity of thought, and imagery; the use of nouns and verbs, and of metaphors; the sound of words; the structure, tone, and control of the poem; and the reader. Other ways are to create a list of poets to work with and to read at least one book on the craft of creative writing. The teacher can also provide the student with a list of words not to use--overused nouns, overused or opinionated adjectives and adverbs, and assorted cliches--and offer students advice from famous writers, editors, and publishers. To avoid overwhelming the beginner, the teacher should start small, focusing on one skill at a time and building upon it, while presenting models of good poetry. Finally, the teacher should encourage students to enter contests or to try publishing in a publication so they sense that they are writing for an audience other than the teacher. (HOD)

Gallagher, Margaret
Feminism, Communication and the Politics of Knowledge.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Problems; Communication Research; *Communications; Developing Nations; Economic Opportunities; *Females; *Feminism; Information Systems; *Mass Media; Quality of Life; Sex Discrimination; *Sex Role; *Social Change; Speech Communication
IDENTIFIERS- MacBride Commission Report; United Nations

Recent retrieval of pre-nineteenth century feminist thought provides a telling lesson in the politics of knowledge creation and control. From a feminist perspective, very little research carried out within the critical research paradigm questions the "basic assumptions, conventional wisdom, media myths and the accepted way of doing things" that are embedded in and contribute to the structure of gender relations. Women, from the most to the least developed parts of the world, have become a fulcrum for the interpenetration of male-dominated transnational economics and communication, a phenomenon largely ignored by the media. In the matter of whose interests are being served in these various presences and absences of women in the international flow of capital and communication, it is impossible to ignore the role of national governments or international agencies, and at the level of national economic and information systems, the relationship between women and communications is analogous. An increase in the number of women media gatekeepers would not necessarily result in a solution to these problems. The United Nations Mid-Decade Conference on Women and the MacBride Report of the International Commission for the Study of Communication Problems are two examples highlighting the mechanisms of control that exclude women from opportunities to direct changes for their benefit. With the balance of power--in terms of political control, economics, communication, and knowledge--so skewed, it is little wonder that the analyses of feminists who lived prior to the eighteenth century are still relevant and radical 300 years later. (HTH)

ED 267 485 EA 018 191

Madden, Marilou; Coughlin, Twyla G.
Selection and Compensation of Architectural Services for School Facility Construction: Guidelines for School Districts.
South East Regional Resource Center, Juneau, Alaska.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Div. of Management, Law and Finance.
PUB DATE- Jun 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Architects; Construction Costs; *Contracts; Cost Estimates; Educational Facilities Design; School Construction; *Selection
IDENTIFIERS- Alaska

These guidelines highlight some important administrative and legal aspects of school construction projects (particularly under Alaskan law) and propose ways to address these issues during the process of selecting and contracting with school architects. The document first emphasizes the role of the architect, then reviews activities that should predate architect selection, including determining, perhaps with the assistance of an educational facilities planner, both the scope of the project and the range of services required. The guide next covers architect selection, which involves choosing and establishing an appropriate selection process, soliciting proposals, screening applicants, and making the final choice. The guide also provides advice on negotiating suitable contracts with architects, suggesting how the specific services to be performed can be identified, how fees may be charged, how rates of expense reimbursement can be set, and how design cost limits can be figured given construction costs. The guide's final section looks at several aspects of contract development and execution that have caused problems, including using form contracts, correlating contracts, stipulating who the contracting agencies are to be, writing suitable indemnity and damage clauses, assessing insurance coverage, handling disputes, and providing for redesign options. (PGD)

ED 267 500 EA 018 297

Charters, W. W., Jr.; And Others
Change in the Governance of the School's Instructional Program: A Study of Multiunit Elementary Schools.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Feb 86
NOTE- 67p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($3.75 prepaid; quantity discounts; postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; Administrator Role; Elementary Education; Job Satisfaction; Longitudinal Studies; Management Teams; *Multiunit Schools; Organizational Change; *Power Structure; Principals; Professional Autonomy; School Administration; *Teacher Attitudes; Teacher Role; Teaching Conditions; Team Teaching; *Work Attitudes
IDENTIFIERS- Collegiality; Collegial Teams

A longitudinal study of elementary schools formally implementing the Multiunit School model collected data suggesting that teachers' feelings of autonomy and job satisfaction are less closely associated with teacher participation on faculty teams for the management of instruction and school administration than with the presence or absence of dominance by school administrators. Data were gathered every 6 months from 14 schools, from the spring before they implemented the multiunit model through the completion of their second year using the model. Parallel data were gathered from 13 nonimplementing schools, primarily from the same districts. Questionnaires and interviews were used to collect information on the organization of instruction, the governance of decision-making, task-related communication among staff members, and staff work attitudes. This report describes the schools, faculty characteristics (including turnover), the measures used, the methods of data analysis, the evolution of school governance and staff interaction patterns in the schools observed, and the findings relative to the attitudinal effects of the changes studied. Four pages of references are provided. (PGD)

ED 267 513 EA 018 325

Guernsey, Marsha A.
Review of Related Literature and Research: History of Merit Pay, Differentiated Staffing, and Incentive Pay Programs.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Ladders; *Differentiated Staffs; Educational History; Elementary Secondary Education; *Incentives; Master Teachers; *Merit Pay; Merit Rating; *Personnel Policy; Salary Wage Differentials; Teacher Promotion; *Teacher Salaries
IDENTIFIERS- California Mentor Teacher Program; Master Teacher Program; Second Mile Plan

This paper reviews selected literature pertaining to merit pay, differentiated staffing, and incentive pay programs. The first section reviews the history of these alternatives to the single salary schedule, beginning with an account of two experimental merit pay plans in the early 20th century. During the 1920s, merit pay plans gave way to the single salary system in an effort to end the salary discrepancies between elementary and secondary school teachers, but the interest in alternatives to the single salary schedule was revived in the early 1960s, when the concept of differential staffing was introduced in California. The second section reviews the content of proposed and existing plans from 1980 on. Incentive pay programs provide bonus payments to promote teaching as a rewarding career and to help meet district goals. Examples of incentive pay programs in Florida, Houston (Texas), and Minnesota are described, with special attention to Houston's "Second Mile Plan." Differential staffing or career ladder programs are then described, including the Florida Merit Compensation Program, the California Mentor Teacher Program, and the Tennessee Master Teacher Program, along with the Charlotte-Mecklenburg Schools Career Development Plan. Finally, arguments for and against straight merit pay plans are reviewed, and examples of such plans in California and Arizona are cited. The final section discusses the controversy surrounding attempts to define teacher excellence. (TE)

ED 267 223 CE 043 742

Welding: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 16p.; For related documents, see CE 043 708-741.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Course Content; Course Descriptions; Course Objectives; Educational Resources; Secondary Education; *Trade and Industrial Education; Vocational Education; *Welding

Intended for use by all welding instructors in the Metropolitan Nashville Public Schools, this guide provides a sequential listing of course content and scope. A course description provides a brief overview of the content of the courses offered in the welding program. General course objectives are then listed. Outlines of the course content are presented for these courses: welding I, II, and III. Suggested time and specific objectives are provided for each major topic. Topics include oxyacetylene cutting and brazing; arc welding; electrode classifications; vertical arc, overhead arc, gas metal arc, and gas tungsten arc welding; and employment opportunities. A brief listing of resource materials, which includes textbooks and a curriculum guide, is appended. (YLB)

ED 267 380 CS 008 356

Kurth, Ruth Justine
Problems Court: The Role of the Reading Educator in the Training of Elementary School Principals.
PUB DATE- Dec 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Reading Forum (Sarasota, FL, December 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Administrator Role; Elementary Education; Leadership Qualities; *Principals; *Professional Development; *Reading Programs; Research Needs; Teacher Administrator Relationship; Teacher Certification; *Teacher Education

The lack of interest in the development of competent principals who can serve as instructional leaders of reading programs is apparent in three areas: (1) lack of clearly defined research on the role of the principal in the reading program (2) lack of involvement of reading professionals in setting standards for evaluating, certifying, and licensing elementary principals; and (3) lack of college courses designed to help principals become effective instructional leaders in reading. The first area can be addressed by carrying out carefully planned, long term ethnographic studies of the role of the principal in developing and maintaining an exemplary reading program; through such studies, factors that both encourage and inhibit principal-staff interaction in developing effective reading curricula may be discovered. The other two areas can be addressed by reading professionals actively lobbying for higher certification standards, and by required reading courses for principals that stress both fundamental reading knowledge and the role of the principal in building a strong reading program. (HOD)

ED 267 192 CE 043 711

Industrial Cooperative Education Co-op: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 26p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Banking; Behavioral Objectives; Career Exploration; Communication Skills; Competency Based Education; Consumer Education; *Cooperative Education; *Course Content; Credit (Finance); Employer Employee Relationship; Employment Practices; Evaluation Criteria; Hygiene; Insurance; Job Search Methods; Legal Responsibility; Money Management; Occupational Safety and Health; Secondary Education; Self Actualization; Small Businesses; Student Evaluation; Taxes; *Trade and Industrial Education; Unions; *Vocational Adjustment

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2-year cooperative program in industrial education. The guide consists of a course description; general course objectives; course content outlines for each of the two semesters in the 2 years of the program; and lists of recommended resource materials, current publcations, and other instructional materials. Topics addressed in the four course content outlines include the following: (1) exploration of careers through part-time jobs, job application, relationships with employers and co-workers, progress on the job, self-understanding, career opportunities, human relationships, and personal safety; (2) money management, taxpayer responsibility, consumer responsibilities and practices, consumer credit, legal responsibilities, banking, Social Security, insurance, and labor unions; (3) relationships with the boss and with co-workers, management of stress and conflict, self-assertion, hazards in the work environment and the Occupational Safety and Health Administration, math for everyday use, the American craftsperson, self-concept, acquisition of job skills, small businesses, and grooming; and (4) work behavior, economic systems, tax laws, economic concepts, money management and financial services, consumers and the law, success stories, self-improvement, and self-fulfillment. (MN)

ED 267 238 CE 043 773

Jewell, Larry R.
Common Fractions. Student Worksheets for Vocational Agricultural Courses .
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 13p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; Definitions; *Fractions; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematical Concepts; Mathematics Skills; Number Concepts; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers common fractions, provides practice in addition and subtraction, multiplication and division of fractions, and combined operations with common fractions. Practical applications include computing a bill of materials for a construction project, measuring and sawing lumber, and correctly applying a herbicide for common weeds in crops. (KC)

ED 267 253 CE 043 816

Holsey, Lilla G.; Rosenfeld, Vila M.
Science Competencies in Vocational Education. Business and Office Education, Consumer and Homemaking Education, Marketing and Distributive Education.
East Carolina Univ., Greenville, N.C. School of Home Economics.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 72p.; For a related document, see CE 043 815.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Business Education; *Competence; Competency Based Education; Consumer Education; Distributive Education; Home Economics; *Integrated Curriculum; Marketing; Office Occupations Education; Science Education; *Science Instruction; *Scientific Concepts; Scientific Principles; Secondary Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS- *North Carolina

A project was conducted in North Carolina to identify science competencies in three selected vocational programs: consumer and homemaking education, business and office education, and marketing and distributive education; to develop subcompetencies to reflect the science skills implied in the identified competencies; to validate the subcompetencies; and to develop training and dissemination activities related to the competencies. An advisory committee was formed and chose 12 teachers (6 science teachers and 2 each from the 3 vocational areas) to participate in the project. The 12 teachers met with a leader for two day-long sessions at East Carolina University to identify vocational competencies that require science skills, to develop subcompetencies, and to develop a matrix of science competencies identified in the vocational competencies. The materials were subsequently validated by a sample of 469 students, parents, teachers, and business persons, who agreed strongly that the revised programs included a great deal of science content. Besides a description of the project, this paper includes (1) a list of vocational competencies that have been identified as having science skills associated with specific tasks/outcomes performed in each of the vocational courses, (2) subcompetencies for each competency statement identified as having implied science content, (3) a matrix that illustrates the required science skills for each of the selected vocational courses, and (4) an annotated bibliography of selected references and curriculum materials. (KC)

ED 267 267 CE 043 893

Frost, Donna A.

Perceptions of the Usefulness of Competency Certificates by Vocational and Technical Instructors and Business and Industry Respondents.

PUB DATE- Jun 80
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Competence; Competency Based Education; *Educational Certificates; *Employer Attitudes; Entry Workers; Program Attitudes; Qualifications; Secondary Education; State Programs; *Teacher Attitudes; Technical Education; Vocational Education; *Vocational Education Teachers; *Vocational Schools
IDENTIFIERS- *Oklahoma

This study was conducted to secure adequate data to support the need for the issuance of competency certificates to graduates of Oklahoma vocational and technical education programs. A questionnaire was developed to determine the perceptions of teachers and employers regarding the competency statements and to see if using such certificates would help graduates of vocational and technical education programs to obtain full-time jobs. Data were collected through onsite visits to eight Oklahoma vocational and technical schools; the business and industry data was obtained from a mail questionnaire to 569 businesses with a return of 249 questionnaires. Some of the findings of the study were the following: (1) business and industry representatives were more supportive of the certificate as a true measure of a student's competence than were the instructors; (2) employers thought that the competency certificate would aid an employer in making employment decisions; (3) employers would use the competency certificate in making work assignments for a new employee; (4) employers indicated that the competency certificate, as written, represents the areas of major importance for vocational and technical programs; (5) employers thought the certificate was clearly defined, whereas teachers thought the certificate needed clarification; and (6) both groups thought the rating scale on the competency certificate was appropriate. Recommendations were made to increase teacher acceptance and use of the competency certificate, especially in light of business and industry's favorable response to it. (KC)

ED 267 294 CE 044 015

Parker, James T.
Analysis of FY-1986 310 Projects.
Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Education; Postsecondary Education; *Program Content; *Program Costs; Program Descriptions; Program Effectiveness; *Program Implementation; Secondary Education; *State Federal Aid
IDENTIFIERS- *310 Project

The Fiscal Year-1986 310 catalog includes more than 350 projects funded under Section 310 of the Adult Education Act, with a total investment of almost $8 million. Analysis of 310 project information submitted by states came to the following conclusions, among others: (1) staff development is the highest priority for 310 projects, nationally (32 percent of document funds); (2) employability projects show a dramatic decrease in support compared to last year; (3) "other" organizations receive the largest amount of funds; (4) many projects gave no data to information-gathering efforts; (5) the funding of adoptions and adaptions of previously developed innovations continues, although the validity of the claims of innovation is not known; (6) the average cost of 310 projects is $22,000; (7) more than 100 projects are funded at $5,000 or less, and an additional 84 received no more than $10,000; (8) little attention is being paid to dissemination of project results, perhaps because of underfunding. (This paper contains a summary of the 310 projects by geographic areas, types of organizations involved, and subjects of projects.) (KC)

ED 267 322 CG 018 902

Mayton, Daniel M., II
Nuclear War Media and Firebreaks II: An Experimental Study.
PUB DATE- 25 Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Students; Community Education; Higher Education; *Nuclear Warfare; *Political Attitudes; Program Effectiveness; *Student Attitudes
IDENTIFIERS- *Nuclear Freeze; Nuclear Weapons
Ground Zero is an organization whose intent is to provide factual information on nuclear war issues. Ground Zero has published a simulation called "Firebreaks II: A War-Peace Game" about the ways nuclear war might be prevented. The impact of Firebreaks II on college students' attitudes was assessed in 79 student volunteers of whom 40 percent were male and 60 percent were female. The experiment used a four-group posttest only design with subjects randomly assigned to either one of the two treatment conditions, an active control condition, or a passive control condition. The first treatment subjects completed the Firebreaks simulation, the second viewed filmstrips on nuclear war issues, the active control subjects viewed filmstrips on family issues, and the passive control subjects received only the posttest. The results indicated that subjects who completed Firebreaks II did not report attitudes towards nuclear freeze and other conditions which were statistically different from the control group. Subjects who viewed the nuclear war issues filmstrip treatment did report attitudes more supportive of a nuclear freeze than did the other groups. (ABL)

ED 267 366 CG 018 947

Green, Bernard D.

A Counseling-Learning Approach to Holistic Education: A Theoretical and Practical Explanation of the Hyphen.

PUB DATE- Apr 86
NOTE- 44p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counseling Techniques; Disclosure; *Educational Environment; *Empathy; *Holistic Approach; Individual Development; Interpersonal Relationship; *Learning Processes; Learning Theories; *Teacher Student Relationship

At the heart of all human learning is the person seeking to grow, develop, and realize something of value in and through another person. Learning is essentially dependent on the relationships between student and teacher, and between the students themselves. In that all knowledge is value-based and developed to achieve something of personal significance, it is bound up with personal identity. Teaching requires disclosure of personal investment in meanings and learning involves a challenge to present investments. Especially among adults, then, both teaching and learning can automatically produce anxiety and activate defense mechanisms which can hinder the process. In order for information to become a source of growth for the learner, a way must be provided for him or her to become self-invested in a holistic manner. That is why counseling is seen as an intrinsic part of the educational process. Counseling psychology can help individuals to understand the dynamics of learning and to develop the skills to work with those dynamics. The central skill of any counseling relationship is empathic understanding. Where both teachers and students are able, through empathic understanding, to create an environment of mutual trust and security, a truly growing learning experience can take place which enhances both the capacity to stand for one's personal meanings and the ability to understand and benefit from the personal meanings of others which are different. (Author/NB)

ED 267 396 CS 209 264

Hayes, John R.; And Others
Cognitive Processes in Revision. CDC Technical Report No. 12.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PUB DATE- Apr 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Cognitive Processes; *Learning Strategies; Learning Theories; *Models; *Protocol Analysis; Reading Comprehension; *Revision (Written Composition); Rhetorical Invention; Writing Evaluation; *Writing Processes
IDENTIFIERS- *Writing Strategies

A new model of the revision process in written composition, based on the results of thinking aloud protocol studies, is presented in this report. The report begins by discussing earlier observations and theories of revision that establish four points: (1) there are large differences among writers in the amount of revising they do, (2) expert revisors attend to more global revising problems than do novices, (3) writers have more difficulty detecting faulty referring expressions when revising their own text than when revising the texts of other writers, and (4) the ability to detect text problems appears to be separate from the ability to fix these problems. The report then describes the model according to the following central subprocesses: task definition, evaluation for problem detection and diagnosis, and strategy selection. The report concludes with a detailed discussion of the protocol data on which the model is based. References, tables of data, a sample revision task, and an explanation of talk-aloud protocols of the revision process are appended. (HOD)

ED 267 427 CS 209 614

Bennett, Susan G., Ed.
Persuasive Writing, A Curriculum Design: K-12.
Texas Univ., Austin. Dept. of Curriculum and Instruction.
PUB DATE- 82
NOTE- 61p.; Publication of the Texas Hill Country Writing Project. For other guides in this series, see CS 209 616-617.
AVAILABLE FROM- Texas Hill Country Writing Project-National Writing Project, Education Building 406, Department of Curriculum and Instruction, University of Texas, Austin, TX 78712 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; Curriculum Guides; Educational Theories; Elementary Secondary Education; *English Curriculum; Evaluation Criteria; *Persuasive Discourse; Teaching Methods; Writing Evaluation; *Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- National Writing Project; Texas Hill Country Writing Project

In the spirit of the Texas Hill Country Writing Project and in response to the requirements of the Texas Assessment of Basic Skills, this guide presents writing assignments reflecting a commitment to a unified writing program for kindergarten through grade twelve. The framework for the assignments is adopted from the discourse theory of James Kinneavy--a theory that considers the aims, the modes, the media, and the arts of discourse. The guide includes persuasive/descriptive assignments for kindergarten through grade five, persuasive/classificatory assignments for grades six through eight, and persuasive/evaluative assignments for grades nine through twelve. For each of the grade levels, the guide offers a general description of the assignments, relevant theory, procedures, evaluation, and possible follow-ups/spinoffs/grade level considerations. (HOD)

ED 267 472 CS 505 241

Rubin, Rebecca B.; Feezel, Jerry D.

Elements of Teacher Communication Competence: An Examination of Skills, Knowledge and Motivation to Communicate.

PUB DATE- 3 Nov 84

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Communication Skills; Higher Education; *Knowledge Level; Preservice Teacher Education; *Speech Communication; *Teacher Evaluation; *Teacher Motivation; *Teaching Skills; Test Use

In an effort to assess the communication skills of prospective teachers, a study examined the role of three pedagogical domains in speech communication instruction--skill, knowledge, and motivation. Fifty student teachers were tested using the Personal Report of Communication Apprehension (PCRA; McCroskey 1977), the Communication Competency Assessment Instrument (CCAI), and the Snyder Speech Scale (SSS). Additional indications of skill level were taken from student records. The results of analyses showed that motivation for communication was not a differentiating factor in the success of student teachers, and that the student teacher's knowledge of content and teaching appears to be only slightly related to overall teaching assessment. The study concluded that the SSS, with its focus on public speaking skills, might be a useful device to use in methods courses or seminars to examine lecturing skills prior student teaching. However, the CCAI, with its focus on interpersonal and listening skills, may reflect both skill and knowledge and might be more appropriate for use in a prospective teacher's college career to help identify weak areas for extra training. Likewise, the PRCA may indicate students who might benefit from instruction aimed at alleviating anxiety. (EL)

ED 267 545 EC 182 065

Osguthorpe, Russell T.; And Others

Handicapped Children as Tutors. Final Report (1984-85).

Brigham Young Univ., Provo, Utah.; Utah State Univ., Logan.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Oct 85
NOTE- 162p.; For earlier report see, ED 255 018.
GRANT- G83000007
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Behavior Disorders; *Cross Age Teaching; *Disabilities; Elementary Secondary Education; Hearing Impairments; Learning Disabilities; Mental Retardation; *Student Attitudes; *Tutoring; Tutors

Nine papers examine aspects of reverse-role tutoring in which students with handicaps are taught to tutor their non-handicapped peers. In the first, implementation strategies are discussed for conducting tutoring projects in special education. The second paper reports on a study in which 64 handicapped tutors demonstrated significant increases in reading achievement after a "total class" tutoring approach. The third paper documents that intellectually handicapped students can function effectively as tutors in a total class approach, given adequate training and supervision. The fourth paper describes a study in which behaviorally disordered students tutored gifted students in sign language and had positive effects on gifted students' attitudes towards their tutors. The fifth study examined whether a reverse-role tutoring program could be executed successfully within a 10-week period using 11 learning disabled and 11 non learning disabled fifth and sixth graders. The total class tutoring method was used with deaf adolescents and results are reported in study 6. In the seventh study, behavioral changes of behaviorally disordered students are examined after tutoring. Two review articles address research conducted with behaviorally disordered students and general tutoring research in special education. (CL)

ED 267 562 EC 182 083

Carruth, Ellen D.; Black, Robert S.

Data Report on Programs for the Handicapped, 1984-1985.

South Carolina State Dept. of Education, Columbia.

PUB DATE- 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Resource Room Programs; Services; *Special Education Teachers; *Statistical Data; *Student Placement
IDENTIFIERS- *South Carolina

The booklet presents data on the total number of handicapped children served by the public schools of South Carolina during 1984-85. Charts depict such information as state totals by category of handicapping condition and program model; annual program growth since 1972 by number of teachers and number of students served; number of handicapped children served in self-contained, resource room, and itinerant program models; numbers of teachers of the handicapped in self-contained, resource room, and itinerant program models; in-state and out-of-state institutions; special transportation of the handicapped; educational placement of deaf/blind children; preschool incentive grants; and evaluation, diagnosis, and prescriptive program. (CL)

ED 267 529 EC 182 049

Gross, Carl; Goodman, Deborah
Effect of a Pragmatic Context on Elicited Imitation.
PUB DATE- 22 Nov 85
NOTE- 11p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; Early Childhood Education; Elementary Education; *Imitation; *Language Acquisition; *Language Handicaps; Linguistics; *Pragmatics

To compare elicited imitation performance across two conditions (no context and a verbal pragmatic context), nine language disordered children (5 to 7 years old) were administered Carrow's Elicited Language Inventory in a standardized form and an experimental form using discourse cues. Results showed no signficant differences in linguistic performance as measured by accuracy of imitation between pragmatic context and no context test conditions. Findings indicated that the pragmatic context used in the study did not improve linguistic accuracy of imitation for language disordered children. Results suggest that when assessing language disordered children, clinicians should not assume that inclusion of a pragmatic context will enhance verbal performance. (CL)

ED 267 178 CE 043 598

McAfee, Lena; Abernathy, Martha
VOT Enterprises, Inc. A Clerical Task Simulation. Employee's Manual Student's Guide and Employer's Manual Teacher's Guide .
Georgia State Univ., Atlanta.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 85
NOTE- 177p.; For other manuals, see CE 043 596, CE 043 600, and CE 043 602.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Skills; Clerical Occupations; *Clerical Workers; File Clerks; Filing; Indexing; Instructional Materials; *Job Skills; Learning Activities; *Office Occupations Education; *Office Practice; Secondary Education; *Simulation; *Typewriting

This clerical task simulation is designed for use in office occupations programs at the secondary level. The primary purpose is to give the student the opportunity to become familiar with the tasks and duties that may be performed by clerical personnel in a real work situation. The employee's manual provides general information for the student on use of the work order (instruction sheet), time clocks, office reference manuals, personal appearance, employer/employee relations, and performance and progress. It also contains the 15 tasks the student is required to perform. Each task consists of a work order that describes the work and special instructions and most of the written materials that are needed to perform the task. Tasks are designed to be completed in a relatively short period of time--from 15 minutes to 1 hour. The employer's manual (teacher's guide) contains an information sheet for each task that details descriptions, materials/supplies and equipment, and suggested requirements (prerequisites, approximate completion time, accuracy); the keys to tasks found in the employee's manual; and scripts to cassette tapes that provide the information needed to perform certain tasks. (YLB)

ED 267 224 CE 043 743

The Continuing Education Unit: Criteria and Guidelines. Third Edition.
Council on the Continuing Education Unit, Silver Spring, Md.
PUB DATE- 86

NOTE- 39p.
AVAILABLE FROM- Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, MD 20904 ($7.00 single copy; reduced rate for larger quantities and council members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Continuing Education; *Continuing Education Units; *Criteria; Guidelines; Postsecondary Education

This document acquaints providers of continuing education and training with the appropriate use and application of the Continuing Education Unit (CEU). It particularly outlines minimum requirements for awarding the CEU. A definition of the CEU (ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction) and information on application of the CEU concept are provided first. The next section sets forth the administrative and program criteria which the Council on the CEU has developed as the minimum requirements for awarding CEU for continuing education activities. Guidelines are also offered for the interpretation and application of the criteria in designing, developing, implementing, and evaluating activities. Subsequent sections discuss the determination of the number of CEU to be awarded and alternative delivery methods and examples of activities that do not meet CEU criteria. Suggestions are then made about statements and forms that may be used. Other contents include information on using the CEU for data collection, questions and answers about the CEU, the history and development of the CEU, and information on the Council on the CEU and membership in the Council. (YLB)

ED 267 308 CG 018 888

Prediger, Dale
The World-Of-Work Map: Rationale and "Do-It-Yourself" Applications.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the International Collaborative Conference on Careers (Miami, FL, March 26-28, 1986). An earlier version appeared in the New Jersey Career Counselor Association Review, Fall, 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; *Career Counseling; *Career Guidance; Careers; *Counseling Techniques; *Interest Inventories; *Occupational Information; Work Environment
IDENTIFIERS- *Hollands Hexagonal Model; *World of Work Map

This document presents the second edition of the World-of-Work map. The World-of-Work map is described as a depiction of important similarities and differences among occupations using J. L. Holland's hexagon, which shows relationships among six types of occupations (realistic, investigative, artistic, social, enterprising, and conventional). The World-of-Work map provides alternatives to Holland's terms (technical, science, arts, social service, business contact, and business operations). The map also depicts 23 job families from the Dictionary of Occupational Titles which are focused on four basic task dimensions: working with data, ideas, people, and things. Methods of using the World-of-Work map are discussed including using the Occupations Finders list to look up a group of occupations, using the counselee's three letter code to look up job families on the map, and looking at similar jobs in the family of the job the counselee already has. The mapping of interests to a map region is described. References, Holland's hexagon, the World-of-Work map, and a diagram illustrating mapping a code onto the map are included. (ABL)

ED 267 352 CG 018 933

Hill, Michael; Rodgers, Joseph
Cognitive Maps of a College Campus: A Multidimensional Scaling Analysis.

PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *Cognitive Measurement; *Cognitive Style; College Faculty; College Students; Higher Education; Maps; *Map Skills; *Multidimensional Scaling; *Sex Differences
IDENTIFIERS- *Environmental Psychology

Environmental psychologists are interested in the cognitive processes involved in mental maps. Multidimensional scaling was used to examine the geographic placement of buildings and their perceived attributes by undergraduate and graduate students, and by faculty and staff of a university (N=30). Nine college buildings were selected. Subjects responded to a questionnaire by rating the similarity between buildings and the attributes of academic orientation, size, height, leisure orientation, and administrative orientation; and by estimating the shortest distance between buildings. Two dimensions were used by subjects to rate the similarity of buildings. The first dimension included academic, administrative, size, and height variables; the other used leisure orientation. The results indicated that males and females were both relatively accurate in estimating differences between buildings, while men were more accurate in estimating straight-line differences. A cognitive map was produced and the veridicality was tested statistically. (ABL)

ED 267 412 CS 209 594

Collins, Terence; Price, Lynda

A Guide to Selecting Word-Processing Software for Learning Disabled College Writers. Working Paper.

Minnesota Univ., Minneapolis. General Coll.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 86
NOTE- 17p.
AVAILABLE FROM- Learning Disabled Writers Project, University of Minnesota, General College, 106 Nicholson Hall, 216 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($1.00, prepaid, checks only).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Computer Assisted Instruction; Computer Software; *Courseware; Higher Education; *Learning Disabilities; *Microcomputers; *Research Projects; *Word Processing; Writing Instruction; Writing Skills
IDENTIFIERS- Learning Disabled College Writers Project

Since word-processing applications of microcomputers show a great deal of promise in helping learning disabled adults overcome writing problems, care should be given in selecting the software that they use. In considering what shared needs must be addressed when selecting word-processing software, it is necessary to isolate some of these needs, including the need for self-expression; a format for self-expression that meets standard "receiver needs"; a process of writing that is flexible enough to bypass fine motor, eye-hand coordination, or spatial orientation problems; and a format of expression that has a consistent structure to accommodate their problems with transfer or synthesis of specific information. Five selection criteria for word-processing software should be considered: (1) visable program logic, (2) clarity of on-screen format, (3) the manufacturer's documentation and tutorial, (4) on-screen working features, and (5) multisensory approaches. (A screening checklist that focuses on desirable features intended to accommodate the needs of the learning disabled writer is included.) (EL)

ED 267 457 CS 505 217

Booth-Butterfield, Melanie
Stifle or Stimulate? The Effects of Communication Task Structure on Apprehensive and Non-Apprehensive Students.
PUB DATE- Feb 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 16-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Behavior Patterns; Classroom Environment; *Communication Apprehension; *Communication Research; Comparative Analysis; *Evaluation Methods; Higher Education; Interaction; *Speech Communication
IDENTIFIERS- *Task Structure

Two hypotheses were posed in a study that examined the communicative consequences of structured versus nonstructured tasks on subjects with varying levels of communication apprehension (CA): (1) task structure and level of CA will interact to predict behavioral disruption in dyads, and (2) CA and evaluation will interact to predict behavioral disruption. Seventy-nine confederate/subject dyads were composed of randomly selected basic communication students, all of whom had completed a communication apprehension measure. Dyads were divided into situations with high and low potential for outside evaluation, and with a structured or unstructured task. Interactions were videotaped for eight minutes. Results indicated that communication performance was variably influenced by evaluation potential and the amount of structure of the task. The communication of high CAs was disrupted by evaluation, but less so if task structure provided guidance. Low CAs were less debilitated by evaluation, but showed more behavioral disruption on a highly structured task. (Suggestions for structure-added and structure-reduced communication assignments to enhance the learning environment of students with varying levels of communication apprehension are included, as are tables of data from the study.) (HOD)

ED 267 486 EA 018 195

Glines, Don
An Introductory Annotated Bibliography on (1) Societal Futures, (2) Educational Futures, (3) Educational Alternatives and Change.
PUB DATE- Aug 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Change; Educational Theories; Elementary Secondary Education; *Futures (of Society); Postsecondary Education; *Resource Materials; Technological Advancement

Important works by over 100 authors are cited in this annotated bibliography of works relating to our changing world and changes in the education that world will need. The bibliography is divided into three sections. The first section discusses works that analyze the nature of social change and the challenges offered by change, and predict results of change. Works by 75 authors are considered and an additional 50 authors writing on social change are listed. The bibliography notes that the references cited merely touch the surface and that grasping the full implications of change will require investigating a broad spectrum of subjects. The second section of the bibliography focuses on the future of education in particular. Over 50 works by 31 authors are annotated and several additional works are cited without annotations. The third section lists works specifically concerned with the nature of educational change. Works by 16 authors are annotated and over 60 additional authors worth reading on the subject are listed. The bibliography is intended only as an introduction to the topic of futures. Most of the works cited are identified as good sources of recommendations for further reading. (PGD)

ED 267 579 EC 182 100

Rockman, Barbara K.
Phoneme Generalization as a Function of Morpheme Boundary.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985). Print is light and broken.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Articulation Impairments; *Generalization; Phonemes; Preschool Education; *Speech Improvement; *Speech Therapy

The study was designed to explore whether learning a phoneme in a word-final position facilitated production of the same phoneme word medially or intervocalically in six 3 to 5 year olds with articulation disorders. A stimulus-response-reinforcement approach to treatment was used that elicited both imitative and spontaneous responses. Probe lists consisted of 40 imitated words, 10 with /s/ in the word initial position, 10 with /s/ in the word final position, and two sets of 10 words with /s/ in intervocalic, or medial position. Results revealed that only three Ss generalized to positions other than the final, or trained position. Analysis of these Ss suggested that they internalized something about the morphological shape of the final /s/ morphemes. It was concluded that training fricatives in the final position is effective in facilitating generalization to intervocalic or medial position in general, but especially to medial contexts where morphemes that end with /s/ are inflected. (CL)

ED 267 207 CE 043 726

Aircraft Mechanics: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 41p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Industry; *Articulation (Education); *Aviation Mechanics; Behavioral Objectives; *Course Content; Course Descriptions; Course Organization; Educational Needs; Educational Objectives; Educational Resources; Electricity; Electronics; Entry Workers; Job Skills; Job Training; Secondary Education; Vocational Education

This scope and sequence guide, developed for an aircraft mechanics vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, and audiovisual aids. This two-year course offers an opportunity for students to develop skills and technical knowledge that will enable the competent graduate to secure work in the aircraft industry. The course covers the principles of aerodynamics and their application to different types of aircraft. Other areas covered are airframe construction; controls and instruments, their function and maintenance; the theory of electricity, electronics, hydraulics, pneumatics and mechanics as applied to aircraft function and maintenance; and the properties and characteristics of parts and materials used in aircraft construction. The knowledge and skills developed in the aircraft mechanics course can provide a background for students who plan a career in flying or aeronautical engineering. (KC)

ED 267 337 CG 018 917

Fincham, Frank D.; Beach, Stephen R.

Attributions to the Self and Partner in Distressed and Nondistressed Couples.

SPONS. AGENCY- Illinois Univ., Champaign.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 86
NOTE- 46p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
GRANT- NICHHD-HD-20530; NIMH-MH-39417
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Marital Instability; *Marital Satisfaction; *Marriage Counseling; *Social Behavior; *Spouses

Cognitive factors have been shown to play an important role in marital distress. To examine the importance of the self-other distinction for understanding the impact of attributions on marital satisfaction, two studies were conducted. In the first study, causal attributions for naturally occurring behavior by the self and spouse were investigated in 44 married couples, including both distressed and nondistressed spouses. Subjects completed a Spouse Observation Checklist, reporting on specified behaviors of their spouses over a 24-hour period. It was found that both self-enhancing and spouse- enhancing attributions were related to greater marital satisfaction. In addition, nondistressed spouses were more willing to see themselves as the cause of their partners' negative behavior than were distressed spouses. In the second study, causal and responsibility attributions for hypothetical behaviors by both the self and spouse were investigated in 76 distressed and nondistressed spouses. The results of the first study were replicated and extended, showing that self attributions accounted for variance in marital satisfaction which is independent of that due to attributions for partner behavior. Self- other attribution differences varied as a function of marital distress. Nondistressed spouses showed a positive attribution bias by making more benign attributions for partner versus self behaviors whereas distressed spouses showed a negative attribution bias, making less benign attributions for partner than self behavior. These findings suggest that self attributions may, in part, determine the impact of attributions for spouse behavior on marital satisfaction. A six-page list of references concludes the document. (NB)

ED 267 381 CS 008 357

Tyler, Andrea; Nagy, William E.
The Role of Derivational Suffixes in Sentence Comprehension. Technical Report No. 357.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 70p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; *Knowledge Level; *Morphology (Languages); Reading Ability; *Reading Comprehension; Reading Difficulties; *Reading Research; Secondary Education; *Sentence Structure; *Suffixes; Syntax

Knowledge of derivational morphology can aid readers in the analysis and acquisition of new vocabulary, in lexical access, and in establishing the syntactic structure of sentences. A study investigated good and poor readers' knowledge and use of derivational suffixes in establishing sentence level syntax. Subjects, 123 10th and 11th grade students, completed a vocabulary checklist test, a comprehension test, and a direct test of morphological knowledge. Results indicated that knowledge and use of derivational morphology was correlated with reading ability. However, for both good and poor readers, the use of knowledge about morphological structure of complex forms was task specific. Although the students possessed knowledge of the syntactic properties of derivational suffixes, even the above average readers did not appear to use such knowledge in a task that required reading for meaning. (Author/FL)

ED 267 442 CS 209 631

Keller, Rodney D.

Movies and Literary Elements.

PUB DATE- Oct 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Idaho Council of the International Reading Association Fall Conference (Rexburg, ID, October 3-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Characterization; *Films; *Filmstrips; Irony; *Literary Devices; *Literature Appreciation; Motivation Techniques; *Student Motivation; Symbols (Literary); *Teaching Methods
IDENTIFIERS- Plot; Theme

Showing ten-minute movie clips can be an effective way to motivate students to read literature and to teach elements of fiction, namely plot, character, setting, symbol, irony, and theme. A clip from "And Then There Were None" may be used to teach various elements of plot, including conflict and the four types of conflict (man vs. man, man vs. self, man vs. society, and man vs. nature). A film clip from the horror movie "Nosferatu, The Vampire" shows how setting can refer to aspects other than where the story takes place, while a clip from "The Great Santini" provides an opportunity for analysis. Other film clips are also effective, such as "Rumblefish" to teach symbols, "Billy Budd" to explore irony, and "To Kill a Mocking Bird" to discuss theme. Students learn to apply literary elements to works they read other than those studied in class. (An interpretation of the fair use section section 107 of the U.S. Copyright Law Pub.L. 94-553 , and a list of ten movies exemplifying each literary principle are appended.) (EL)

ED 267 501 EA 018 298

Fielding, Glen; And Others

Effects on Teacher Practice of a Staff Development Program for Integrating Teaching and Testing in High School Courses. Final Report.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 73p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($3.00 prepaid; quantity discounts; postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Faculty Development; High Schools; Inservice Teacher Education; *Instructional Improvement; Secondary School Teachers; Teacher Effectiveness; Teacher Made Tests; Teaching Methods; Test Construction; *Testing; *Test Use

An attempt to improve high school teachers' integration of testing and instructional practice through inservice training failed to produce substantial results. In each of five districts participating, one high school used the intervention and one served as a control. Three science teachers were trained in each school, one as a lead teacher. Data were gathered both before and after the training period in three forms: classroom observations of teachers' practices and teacher and student questionnaires. The data generated failed to support the hypotheses that trained teachers would prove more effective than untrained teachers in (1) communicating learning goals; (2) communicating what, how, and when learning is to be assessed; (3) using tests reflecting learning goals; (4) using a variety of test formats; (5) establishing criteria for evaluating responses; or (6) providing specific feedback to students. The seventh hypothesis held that frequent use of information from unit tests would serve as a guide for planning corrective or enriching instruction. A few teachers increased their use of test results in planning correctional instruction, thus supporting the seventh hypothesis. This report describes the sample, the research methodology, and the findings, including teacher assessment of the training program's effectiveness. Directions for future efforts are suggested. (PGD)

ED 267 514 EA 018 331

Darr, Alice Dozier

Factors Affecting the Implementation of a New Curriculum by Classroom Teachers.

PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Change; *Curriculum Development; Curriculum Problems; Home Economics; *Home Economics Education; *Home Economics Teachers; Innovation; Inservice Education; Questionnaires; Secondary Education; Tables (Data)
IDENTIFIERS- Ohio State Department of Education; Stages of Concern Questionnaire

The results of the first year of a three-year longitudinal study of the adoption of a new Practical Action Curriculum by Ohio Vocational Home Economics teachers are reported. The purpose of the study was to investigate (1) the teachers' Stages of Concern about adopting the curriculum; (2) the factors that affected the teachers' degree of adoption of selected curriculum sections; (3) the relationship between the teachers' Stages of Concern and their degree of adoption of the selected sections. Teachers scored high on concerns at the Informational, Personal, and Consequence levels. They wanted more information about curriculum benefits, resource availability, and effects on students. Attendance at inservice sessions and participation in curriculum writing workshops were both related to the degree of curriculum adoption. The Stages of Concern level of the teachers was also significantly related; the higher the scores on the stages of Consequence, Collaboration, and Refocusing, the greater the degree of adoption. Administrators and supervisors planning to implement curriculum changes should involve teachers in the curriculum development process and provide a variety of inservice opportunities. The Stages of Concern Questionnaire can identify specific concerns to be addressed at the inservice sessions. (GJ)

ED 267 530 EC 182 050

Miles, M.
Where There Is No Rehab Plan.

PUB DATE- Oct 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Programs; *Community Resources;
*Disabilities; Foreign Countries; *International Organizations;
Models; *Rehabilitation
IDENTIFIERS- *World Health Organization

The paper examines the Work Health Organization's (WHO) community based rehabilitation (CBR) scheme currently being field tested in a number of countries and examines also the usefulness of the WHO/CBR manual "Training Disabled People in the Community." The development of alternative CBR schemes in Asia, Africa, and Latin America since the 1960s is outlined. The report cites as arbitrary the demarcation posited between community based rehabilitation and institution based rehabilitation because it excludes the middle ground of rehabilitation based in community-run neighborhood centers. Strengths and weaknesses of the neighborhood center and WHO-style home based rehabilitation are compared, and factors are cited which favor the neighborhood approach. Cost considerations are also examined. An account is offered of mobilizing community resources for neighborhood rehabilitation centers in Pakistan. Recommendations are made for future community rehabilitation plans, with emphasis on the development and dissemination of rehabilitation skills and information through appropriate media. A nine-page reference list and a selection of review comments on the first draft of this paper are appended. (CL)

ED 267 193 CE 043 712

Marketing and Distributive Education: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 21p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administration; *Articulation (Education); Behavioral Objectives; *Business Education; Communication Skills; Competency Based Education; *Course Content; Credit (Finance); *Distributive Education; Economic Factors; Employment Opportunities; Entrepreneurship; Evaluation Criteria; Human Relations; *Marketing;

Merchandising; Retailing; Salesmanship; Secondary Education; Student Evaluation; Supervisory Methods

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2-year program in marketing and distributive education. The guide consists of a course description; general course objectives; course content outlines for the two semesters of the first-year course and for the second year of the program; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Topics addressed in the three course content outlines include the following: (1) employment opportunities and job procurement procedures, salesmanship, sales promotion, communication, and economics; (2) basic math skills, credit, human relations, and career orientation; (3) economics and free enterprise, supervisory skills, principles of management, store layout, trading area and merchandise selection, credit procedures, and entrepreneurship. (MN)

ED 267 239 CE 043 774

Jewell, Larry R.

Percent and Percentages. Student Worksheets for Vocational Agricultural Courses .

North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 11p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematical Concepts; Mathematics Skills; *Percentage; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers percents and percentages, provides practice in activities such as changing percentages to decimals and decimals to percents, changing percents to fractions, and solving number sentence percent problems. Practical applications include calculating interest and taxes, finding the proper amount of feed for an animal during a fair, and determining the economic loss caused by insect damage. (KC)

ED 267 268 CE 043 894

Follow-up Study of 1983-84 Community College Vocational Program Students.

Oregon State Dept. of Education, Salem.

PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Disabilities; Disadvantaged; Dropouts; *Educational Attitudes; Employer Attitudes; *Employment Patterns; Enrollment Trends; Graduate Surveys; *Outcomes of Education; Questionnaires; *Salary Wage Differentials; Sex Role; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Oregon

A study gathered followup information on the 1983-84 graduates of Oregon community college vocational students. Of the 83 percent of the graduates who were either employed or pursuing further education, 73 percent were doing so in areas related to the training they had received while enrolled in the community college program. Female graduates employed full-time earned an average of $859 per month versus $941 for males. There were no significant differences between the current activities of students belonging to ethnic or racial minority groups and those in the dominant group. The current activities of respondents who were academically or economically disadvantaged or who had limited English proficiency while attending community college vocational programs were quite similar to graduates who were neither disadvantaged nor handicapped. However, handicapped respondents experienced a

substantially higher unemployment rate than the other program completers. Substantially more early leavers were unemployed, and considerably more early leavers than program completers were employed in areas related to their vocational preparation. Employers considered the basic skills and technical knowledge of the graduates as more than adequate, and the overall college services received a C-plus from the graduates surveyed. (The survey instrument is included in this report.) (MN)

ED 267 281 CE 043 956

Haber, Sheldon E.; And Others
A New Approach to Managing the Army Selective Reenlistment Bonus. Technical Report 634.
George Washington Univ., Washington, D.C.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-634
PUB DATE- Jun 84
NOTE- 100p.
CONTRACT- MDA-903-82-C-0383
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Clerical Occupations; *Labor Turnover; *Military Personnel; Military Service; Military Training; Models; *Personnel Policy; *Premium Pay; Program Effectiveness; Recruitment; Service Occupations; Technical Occupations; Wages
IDENTIFIERS- *Army; *Selective Reenlistment Bonus

In this study, a theoretical model of profit maximization was developed in which the Selective Reenlistment Bonus (SRB) is treated as a wage premium payable to military personnel who are more productive, more costly to recruit and train, and less likely to continue in the Army in the absence of the SRB. Empirical estimation of the model is based on measuring the productivity of service personnel (in terms of their civilian counterparts' occupational wage), recruitment and training costs, and separation rates. Multiple regression equations are used to estimate civilian wages (a proxy for productivity) as a function of civilian occupation, education, and age of the worker. The empirical model groups Military Occupational Specialties (MOS) into three categories--combat arms, technical, and support services. The results for military personnel in grade E-4 reveal that the average SRB calculated by the model ($5,247) should be about the same as the actual payments ($5,297) for service personnel in combat arms, but should be higher ($7,308) compared to the actual ($5,312) for technical occupations, and lower ($1,942) compared to the actual ($3,757) payments in the support services. The research shows that retention rates in technical MOS can be raised by increasing the SRB. The required increase in SRB expenditures can be funded by reducing SRB payments in the support services. (Author/KC)

ED 267 295 CE 044 017

A Guide to Employment and Training for Adolescent Parents.

Consortium on Education for Employment, Washington, DC.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE- Dec 81
NOTE- 84p.
CONTRACT- 99-0-2189-33-23
AVAILABLE FROM- National Governors' Association, Publications Dept., 444 North Capitol Street, Suite 250, Washington, DC 20001 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Ancillary School Services; Career Education; Child Rearing; Day Care; Delivery Systems; *Demonstration Programs; *Early Parenthood; *Employment Potential; *Employment Programs; Federal Programs; Females; *Job Skills; Nontraditional Occupations; Parenthood Education; Policy Formation; Pregnancy; Program Descriptions; Resources; State Aid; *State Programs; Statewide Planning; Vocational Education; Youth Problems

This resource guide informs state policymakers about the magnitude of the adolescent parenthood phenomenon and the services needed by adolescent parents to help them participate in the labor market. It also provides resources for serving adolescent parents. Statistical background is presented first. Consequences associated with adolescent parenthood are then discussed, including less education, reduced employment opportunities, increased risk of divorce and poverty, psychosocial consequences, effects on the young mother's family, consequences for the young father, implications for the children of adolescent parents, and costs to society. Lists are also provided of personal and environmental obstacles to labor market participation by adolescent parents. A history of services to adolescent parents covers national as well as state and local efforts. The following section identifies some resources at federal, state, and local levels that have been tapped to provide assistance to programs for adolescent parents. A catalog of innovative programs for adolescent parents contains abstracts describing comprehensive programs for adolescent parents, all of which encourage employability development. Strategies for improving service delivery to adolescent parents are then suggested. An appendix contains descriptions of federal programs that may be accessed to provide services to adolescent parents. (YLB)

ED 267 323 CG 018 903

Kallgren, Carl A.; Wood, Wendy

Access to Attitude-Relevant Information in Memory as a Determinant of Attitude-Behavior Consistency.

PUB DATE- Aug 85

NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior; College Students; *Conservation (Environment); Higher Education; *Recycling; *Student Attitudes

Recent reserach has attempted to determine systematically how attitudes influence behavior. This research examined whether access to attitude-relevant beliefs and prior experiences would mediate the relation between attitudes and behavior. Subjects were 49 college students with a mean age of 27 who did not live with their parents or in dormitories. Subjects' opinions toward preservation of the environment and their recall of preservation-related beliefs and experiences were assessed during the first experimental session. Approximately two weeks later, subjects were contacted at home by a different experimenter and were asked to sign and circulate proenvironment petitions and to participate in a recycling project. Subjects' responses to the petition request and the number of weeks they recycled were assessed. The results indicated that both favorability toward the environment and access to attitude-relevant information were important predictors of behavior. The exact nature of the relation between these predictors and behavior was apparent in the subsample of subjects who agreed to recycle: subjects with relatively high levels of access were likely to act in a manner consistent with their opinions; those in favor of preservation recycled, signed, and agreed to circulate the petitions, whereas those less favorable toward preservation were not as likely to do so. Subjects with relatively little access appeared to base their actions on factors other than their opinions. (Author/NRB)

ED 267 367 CG 018 948

Rothblum, Esther D.

Lesbianism: Affirming Non-Traditional Roles.

PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Females; Homosexuality; Individual Differences; *Lesbianism; *Life Style; *Mental Health; *Sexuality
IDENTIFIERS- *Nontraditional Lifestyles

This paper discusses possible roles of a counselor in affirming a client's lesbianism. In 1983, it was legal to be a lesbian in only 26 states. Of 55 other countries on which statistics were available, lesbianism was legal in 18 countries. The prevailing view on lesbianism by mental health professionals today seems to be one of cautious acceptance. Mental health professionals need to understand the issues which are vital to the lesbian experience. Most lesbians are single; mental health statistics reveal that being single is psychologically "healthier" for women than being married. Research comparing lesbians and heterosexual women has not found consistent differences in mental health, with the exception of higher self-esteem for lesbians. Lesbianism involves a process of "coming out" and most lesbians are in their 20s before they begin having lesbian relationships. Lesbians usually have fewer and more long-term relationships than gay men. For lesbian couples, there is a large emphasis on emotional closeness, love, and security. Compared with heterosexual women, lesbians are less likely to be in sexually monogamous relationships and are more likely to have personal autonomy. Several issues confront lesbian mothers that are not concerns for heterosexual parents. Hopefully, an understanding of these issues will help to decrease homophobic stereotypes about lesbians and will demonstrate how the lesbian experience can serve as an affirmative model of a nontraditional lifestyle. (NRB)

ED 267 397 CS 209 482

Allen, Barbara; And Others
Folklore in the Classroom. Workbook.
Indiana Historical Bureau, Indianapolis.
SPONS. AGENCY- Alabama State Dept. of Postsecondary Education, Montgomery.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 85
NOTE- 172p.; Produced in cooperation with the Indiana Historical Society.
AVAILABLE FROM- Indiana Historical Bureau, 140 North Senate Ave., Indianapolis, IN 46204 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Cultural Enrichment; Cultural Influences; Cultural Pluralism; Elementary Secondary Education; *Enrichment Activities; Ethnic Studies; Ethnology; *Folk Culture; *Integrated Activities; Intercultural Programs; *Interdisciplinary Approach; Legends; Multicultural Education; Oral History; Program Development
IDENTIFIERS- *Artifacts; Folk Music; *Folktales; Ghost Stories; Oral Learning; Oral Literature; Oral Tradition; Riddles

Written by experts in the field of folklore for laymen, this three-part volume is intended to help teachers of English, social studies, mathematics and science, home economics, the arts, and other subject areas to become more knowledgeable about folklore and to inject this knowledge into their existing curricula. The first part, on introducing folklore, deals with defining folklore, folklore genres, finding folklore, and the folk cultural approach (putting folklore in context). The second part explores folklore in relation to the subjects of English and the language arts, history and social studies, domestic life, and mathematics and science. The third part, on folklore and issues in education, discusses making sense out of contemporary phenomena, using local resources, and cultural diversity and folklore. Suggested classroom exercises are provided. Appendixes contain an article on identifying folk art in one's community, a selected bibliography on Indiana folklore, an article on preserving artifacts, and an index. (EL)

ED 267 428 CS 209 615

Bennett, Susan G., Ed.
Food for Thought: An Annotated Bibliography.
Texas Univ., Austin. Dept. of Curriculum and Instruction.
PUB DATE- 85
NOTE- 65p.; Publication of the Texas Hill Country Writing Project.
AVAILABLE FROM- Texas Hill Country Writing Project. National Writing Project, Education Building 406, Department of Curriculum and Instruction, University of Texas, Austin, TX 78712 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Content Area Writing; Creative Writing; Language Usage; Teaching Methods; *Writing Apprehension; Writing Difficulties; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Texas Hill Country Writing Project

Most of the 24 books reviewed in this annotated bibliography concern writing and are recent publications (1980-1985). Titles and authors are as follows: "Teacher" (Sylvia Ashton-Warner); "What Did I Write? Beginning Writing Behavior" (Marie M. Clay); "Composing: Writing as a Self-Creating Process" (William E. Coles); "Right Brain...Write On! Overcoming Writer's Block and Achieving Your Creative Potential" (William L. Downey); "If You're Trying to Teach Kids How to Write, You Gotta Have This Book!" (Marjorie Frank); "Language Connections: Writing and Reading across the Curriculum" (Toby Fulwiler and Art Young); "Writing in the Schools--Improvement through Effective Leadership" (Allan A. Glatthorn); "Writing: Teachers and Children at Work" (Donald Graves); "Writing in the Content Area" (Sherry Hill Howie); "Look, Think, and Write" (Hart Day Leavitt and David A. Sohn); "A Vulnerable Teacher" (Ken Macrorie); "Teaching the Universe of Discourse" (James Moffett); "A Writer Teaches Writing" (Donald Murray); "Handbook for Planning an Effective Writing Program" (George Nemetz); "The Lively Art of Writing: Developing Structure" (Lucile Payne); "The Lively Art of Writing: Effecting Style" (Lucile Payne); "The Lively Art of Writing: Understanding Form" (Lucile Vaughn Payne); "Teaching as a Conserving Activity" (Neil Postman); "Prospect and Retrospect" (Gordon M. Pradl); "Balancing the Hemispheres: Brain Research and the Teaching of Writing" (Gabriel Rico and Mary Frances Claggett); "Sequences in Writing, Grades K-13" (Gail Siegel, et al.); "Horace's Compromise: The Dilemma of the American High School" (Theodore Sizer); "Mastering Basic Vocabulary" (William Strong); and "The Great American Writing Block: Causes and Cures of the New Illiteracy" (Thomas C. Wheeler). (EL)

Foster, Ted J.; And Others
A Study of Two Competing Explanations for the Effects of Physical Attractiveness upon Evaluation of Public Speeches.
PUB DATE- May 85
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; Evaluation Criteria; *Interpersonal Attraction; *Interpersonal Communication; Interpersonal Competence; Perception; *Physical Characteristics; *Public Speaking; Social Bias; *Speech Communication

To account for how physical attractiveness or unattractiveness may have pervasive effects upon others' perceptions of an individual in a public speaking class, 26 male and 26 female speakers were rated by their classmates in terms of attractiveness and quality of speaking performance at the beginning and end of a ten-week quarter. In addition, their initial performance was tape recorded and evaluated by raters who did not observe their attractiveness. Results indicated that the initial biasing effects of attractiveness were not mitigated by information gained during the ten weeks of class in which the students became better acquainted with each other, saw each other repeatedly in public speaking situations, and received information designed to increase their insight and objectivity about that situation. The speakers judged to be attractive maintained their advantage, and the relatively unattractive made no noticeable gains. Even when the evaluators only heard but did not see the speaker, the quality of the performance was judged in an associated manner. The results suggest that the judgments of attractiveness without sight of the speaker were produced by performance quality, although the mechanism was not clear. (HOD)

ED 267 546 EC 182 066

Gadow, Kenneth D.
Children on Medication: Volume I. Hyperactivity, Learning Disabilities, and Mental Retardation.
REPORT NO.- ISBN-0-933014-04-X
PUB DATE- 86
NOTE- 251p.; For Volume II see, EC 182 067.
AVAILABLE FROM- Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($15.95, $13.55 member price). College Hill Press, 4284 41st St., San Diego, CA 92105 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aggression; Behavior Patterns; *Drug Therapy; Drug Use; Early Childhood Education; Elementary Secondary Education; *Hyperactivity; *Learning Disabilities; *Mental Retardation; Pharmacy; Physiology; *Stimulants

Intended for caregivers, the book provides basic information about the use of medication for children with hyperactivity, learning disabilities, and mental retardation. The main emphasis is on psychotropic drug use for hyperactivity and aggressiveness. Chapter 1 explains fundamental terms and concepts relating to drug therapy. Major stresses within this chapter are the movement of drugs in the body, dosage, and side effects. A case is made for the caregiver participation in pharmacotherapy. Chapter 2 focuses on hyperactivity, its diagnosis, basic features, and prevalence as well as behavioral effects of stimulant drugs. Alternative treatments are noted. A chapter on learning disabilities cites the overall lack of research on the topic while reviewing studies describing stimulant drug effects on such academic skills as reading, arithmetic, and spelling. Research is also noted on the relationship between stimulant drug therapy and behavioral interventions designed to improve academic performance. Chapter 4 covers the use of neuroleptics and stimulants in the treatment of behavior disorders associated with mental retardation. Issues related to drug treatment, such as litigation and tardive dyskinesia, are examined. A final chapter addresses issues related to early childhood drug therapy. Nine appendixes include listings of selected psychotropic and antiepileptic drugs by trade names with the corresponding generic name. (CL)

ED 267 563 EC 182 084

Monitoring Manual for Determining Compliance with Public Law 94-142.
Revised.

South Carolina State Dept. of Education, Columbia.

PUB DATE- Aug 85

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Compliance (Legal); Confidentiality; *Disabilities; Due Process; Elementary Secondary Education; Individualized Education Programs; School Districts; Staff Development; *State School District Relationship; Student Placement

IDENTIFIERS- South Carolina

Designed for service providers, the manual outlines policy and procedural requirements for implementing P.L. 94-142, The Education for All Handicapped Children Act. Following a review of policy requirements for local education agencies (LEAs) and state operated programs (SOPs), supplementary worksheets (which enable administrators to check the implementation of specific requirements) address due process hearings, procedural safeguards, confidentiality, least restrictive environment, the comprehensive system of personnel development for local education agencies, and individualized education plans. Additional guidelines address the following topics: verification of annual child count; program entry; individualized education programs; and implementation of LEA/SOP procedures concerning procedural safeguards, surrogate parents, and least restrictive environment. (CL)

ED 267 580 EC 182 724

Implementation of the Education of the Handicapped Act Public Law 94-142 . Eighth Annual Report to Congress. Volume I.

Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

PUB DATE- 86
NOTE- 391p.; For other annual reports in this series, see ED 245 526, ED 231 179, ED 215 553-554, ED 179 070, ED 175 196, and ED 254 056. Volume II, an index of Special Education Programs discretionary grants and contracts for fiscal year 1985, is not available from ERIC.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Legislation; Government Role; *Handicap Identification; *Program Evaluation; *Program Implementation; Referral; Screening Tests; State Aid; State Programs
IDENTIFIERS- *Education for All Handicapped Children Act; *Education of the Handicapped Act 1970

The report examines the progress made in implementing the requirements mandated by the Education of the Handicapped Act, as amended by PL 98-199, with a specific focus on activities during school year 1984-85. Data are presented regarding four major topics: (1) students receiving a free appropriate public education (factors associated with serving handicapped children who have complex needs); (2) the implementation of key provisions of the act assuring the rights of handicapped children (69% of all handicapped children reported by the states received most of their educational program in regular classes, more special education teachers and related services personnel are reported to be needed in every category); (3) assisting states and local agencies in educating all handicapped children (financial assistance figures are given for the EHA-B State Grant Program, and Special Education Programs' state program review procedures are described), and (4) efforts to assess and assure the effectiveness of programs educating handicapped children (a majority of states are in initial stages of implementing program evaluation practices). Extensive appendixes include a description of early education state grants and data tables for child count, personnel, and least restrictive environment. (CL)

FL

ED 267 179 CE 043 600

Linston, Peggy; And Others
VOT Enterprises, Inc. A Secretarial Task Simulation. Employee's Manual Student's Guide and Employer's Manual Teacher's Guide .
Georgia State Univ., Atlanta.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 85
NOTE- 271p.; For other manuals, see CE 043 596, CE 043 598, and CE 043 602.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Skills; Instructional Materials; *Job Skills; Learning Activities; *Office Occupations Education; *Office Practice; Secondary Education; *Secretaries; *Simulation; *Typewriting

This secretarial task simulation is designed for use in office occupations programs at the secondary level. The primary purpose is to give the student the opportunity to become familiar with the tasks and duties that may be performed by secretarial personnel in a real work situation. The employee's manual provides general information for the student on use of the work order (instruction sheet), time clocks, office reference manuals, personal appearance, employer/employee relations, and performance and progress. It also contains the 25 tasks the student is required to perform. Each task consists of a work order that describes the work and special instructions and most of the written materials that are needed to perform the task. Tasks are designed to be completed in a relatively short period of time--from 15 minutes to 1 hour. The employer's manual (teacher's guide) contains an information sheet for each task that details descriptions, materials/supplies and equipment, and suggested requirements (prerequisites, approximate completion time, accuracy); the keys to tasks found in the employee's manual; and scripts to cassette tapes that provide the information needed to perform certain tasks. (YLB)

ED 267 225 CE 043 745

A Catalog of Performance Objectives and Performance Guides for Laser Systems Technician for the Job Titles of Laser Technician D.O.T. 019.181-010, Laser Systems Technician D.O.T.-N/A.

Associated Educational Consultants, Inc., Pittsburgh, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

PUB DATE- Jul 84
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; Competence; Competency Based Education; Equipment; Hand Tools; *Job Skills; Job Training; *Lasers; Occupational Information; *Paraprofessional Personnel; Postsecondary Education; *Standards; Technical Education; *Technical Occupations; Vocational Education
IDENTIFIERS- Vocational Technical Education Consortium States

This catalog lists and describes the tasks performed by a laser technician and standards for their performance. Each duty contains performance objectives for related tasks. Included in the objectives are standards that must be met and conditions for performance of the tasks. Performance guides provided for each objective identify the conditions required to complete the task as well as a standard of occupation-related requirements for acceptable completion of the task. Tasks include maintaining records; installing, maintaining, and analyzing laser systems; and repairing temperature control systems, beam generation systems, excitation systems, low voltage power supply, RF systems, vacuum systems, and gas supply systems. The catalog also contains the following appendixes: the contents of the standard tool kit used by laser systems technicians; a listing by percent of use of those tools by surveyed incumbents; a bibliography of sources of standards cited in the catalog; a cross-reference table listing the duties and tasks as they appeared in the survey instrument; the disposition of duties and tasks within this catalog, and the results of the incumbent responses by number and percent performing; a bibliography of state-of-the-art references identified during the catalog development; and a graphic representation of the Vocational-Technical Education Consortium of States developmental model. (KC)

Moss, Jeffrey
Analysis of Follow-up Results from Completers and Leavers of Secondary Vocational Agriculture Programs. Final Report.
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Agricultural Education; Educational Attainment; Employment; Employment Level; Graduate Surveys; *High School Graduates; High Schools; *Outcomes of Education; *Program Attitudes; *Program Effectiveness; State Surveys; *Vocational Education; Vocational Followup
IDENTIFIERS- *North Carolina

A project was conducted to analyze followup results from completers of secondary vocational agriculture programs in North Carolina, to develop usable materials, and to train others to use these materials. Key questions were asked concerning the utility of vocational agriculture in the state based on the responses of ex-students to the Secondary Vocational Education Completer/Leaver Followup form. Responses from 225 (9 percent) of the vocational agriculture graduates from 1983 were analyzed. The study found that 70 percent of these program completers were employed full- or part-time. Of those not employed, only 8 percent were actively seeking full-time employment. Thirty-eight percent of the respondents indicated that they were continuing their education, with 12 percent of those attending a four-year university or college. Vocational agriculture was considered useful in preparation for continuing education by 75 percent of the respondents, while 79 percent of the respondents indicated that vocational agriculture provided a high level of usefulness in preparation for work. The role of the vocational agriculture teacher can be significant, since more than half of the graduates indicated they were influenced by their vocational teacher. Students were also pleased with the program they completed. Vocational agriculture completers indicated that "mathematics skills needed for work" and a "general knowledge about a wide range of jobs" were areas in which they wished they had obtained more knowledge. The results of the study were disseminated through a handbook and two workshops. (KC)

ED 267 309 CG 018 889

Connor, Kathleen; Johnson, Karen

Perceptual Information and Communicative Context in Metaphor Production.

SPONS. AGENCY- Fordham Univ., Bronx, N.Y.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Tests; College Students; *Communication (Thought Transfer); *Figurative Language; Higher Education; *Metaphors; *Perception; Perception Tests; *Pictorial Stimuli

While researchers have made progress in understanding metaphor comprehension, less is known about the production of metaphoric language. College students (N=129) were asked to use metaphoric comparisons to describe 16 topics. They were told to imagine themselves on a trip, writing home to someone they knew well, either a peer or a child (students who complied with the instructions numbered 114). The medium of topic presentation (pictorial, verbal or both) was varied across groups to test hypotheses regarding the role of perceptual information in metaphor production. After writing the comparisons, students were asked to rate each on difficulty and satisfaction. The results indicated that subjects provided with pictorial information rated the items as less difficult than those provided only with a verbal vignette. For subjects in the vignette condition, human and animal topics proved less difficult than plant and animal topics. The ordering was reversed for subjects provided with pictorial information. Satisfaction ratings were influenced by the communicative target; students instructed to write to peers were more satisfied than those instructed to address children. Further, students were more satisfied with comparisons written about objects and plants than with those written about humans and animals. These results provide some support for the view that perceptual information is important in figurative language production. (Author/ABL)

ED 267 353 CG 018 934

Cole, Catherine A.; Singh, Surendra
The Effect of Locus of Control on Message Acceptance and Recall.
PUB DATE- 6 Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; College Students; Higher Education; *Locus of Control; *Memory; *Persuasive Discourse; *Recall (Psychology)

Locus of control is a personality trait that influences human behavior in many situations. Internal-external control reactions to a persuasive message and the recall of the message were examined in two studies. In the first study, 35 undergraduate students' locus of control was measured using Duttweiler's Internal Control Measure. On the basis of this measurement, subjects were classified as having an internal or external locus of control. Subjects then received either an advertisement with high or moderate credibility. Subjects' manipulation, a measure of message acceptance and behavioral intentions, was measured. The results showed that externally-oriented people were more responsive to advertisements than were internally-oriented consumers. In the second study, 114 undergraduates were again classified as having internal or external locus of control and then received highly or moderately credible advertisements. Organized and unorganized product listings were used in which product features were either grouped or not grouped. The personality trait of locus of control was not found to affect message acceptance or behavioral intentions, but it was found to affect the amount learned. These results emphasize the importance of recall and persuasion when evaluating advertising. (ABL)

ED 267 413 CS 209 596

Schuster, Charles; And Others
Trends and Issues in English Instruction, 1986--Seven Summaries.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 86
NOTE- 25p.; For the 1984 Trends and Issues document, see ED 240 606. Trends and Issues Reports, 1986, National Council of Teachers of English Commission.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Censorship; Computer Assisted Instruction; Controversial Issues (Course Content); Educational Development; *Educational Trends; Elementary Secondary Education; *English Curriculum; *English Instruction; Higher Education; *Language Arts; Reading Instruction
IDENTIFIERS- *Educational Issues

Information on current trends and issues in English instruction, compiled by directors of the following National Council of Teachers of English groups, is presented in this report: Commission on Composition (Charles Schuster); Commission on the English Curriculum (Eileen Lundy); Commission on the English Language (James C. Stalker); Commission on Literature (Darwin T. Turner); Commission on Media (David A. England); Commission on Reading (Dorothy J. Watson); and Standing Committee Against Censorship (John M. Kean). Some of the topics discussed include curricular matters, teacher training, computer assisted instruction, academic partnership arrangements between colleges and high schools, legislative mandates, the disappearance of texts in classrooms, the dangerous circularity inherent in the "effective schools" research and modeling, the "whole language" concept, developments in the area of bilingual education, the place of literature in the English curriculum, teachers' lack of discrimination in the selection of literary works, the effect of budgetary restraints on the teaching of literature, the integration of all the media into the language arts curriculum, reading materials that do not respond to the needs of students, reliance on standardized testing, the Hatch Amendment, and pornography. (EL)

ED 267 443 CS 209 633

Trauth, Denise M.; Huffman, John L.

Obscenity and Cable Television: A Regulatory Approach. Journalism Monographs. Number Ninety-Five.

Association for Education in Journalism and Mass Communication.
PUB DATE- Mar 86
NOTE- 42p.

AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Adults; *Cable Television; *Censorship; Court Litigation; Freedom of Speech; Local Legislation; Moral Issues; *Obscenity; *Pornography; Programing (Broadcast); Public Opinion; Standards; *Television Research
IDENTIFIERS- Federal Communications Commission

Noting that much of the recent preoccupation with pornography has centered on its delivery by the relatively new medium of adult-oriented cable television, this monograph explores the questions surrounding regulation of adult-oriented cable television and develops those elements that must be considered when forming a judicial test in this area. The monograph first cites examples of three common mechanisms for censorship. It then analyzes the ways in which Federal Communications Commission (FCC) regulation of commercial and cable broadcasting differ, and how the courts view these two media differently with regard to pornography and First Amendment freedoms. The monograph then explores the question of whether cable television is legally analogous to film distribution, discusses court cases that have served collectively to develop obscenity law as it applies to film--specifically the "Roth" test involving community standards and redeeming social value, and describes the comparatively few cases in the development of indecency-obscenity regulation of broadcasting. Finally, the monograph presents a rationale for a unique test for obscenity to be employed when dealing with adult cable television. (HTH)

ED 267 487 EA 018 196

Glines, Don, Comp.
Non-Annotated Bibliography on Societal and Educational Futures: Classroom Resources and Media.
PUB DATE- Aug 85
NOTE- 23p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Futures (of Society); Inservice Teacher Education; Instructional Materials; *Resource Materials; Technological Advancement

Over 300 sources of information on societal and educational futures are collected in this bibliographic catalog of materials suitable for use in elementary and secondary schools. The materials are grouped into three sections. The first section cites 218 print media sources, including books, games, reference guides, publishers, and authors. Some of the citations are to specific works and others list organizations providing materials relevant to futuristic studies. The second section lists 34 authors who have written books suitable for student reading, particularly by elementary and middle school students. The grade levels for which the citations in these two sections may be most appropriate are identified. The third section cites 91 sources for nonprint materials such as films, tapes, and filmstrips. Most of the sources in this section are film distribution companies or organizations concerned with disseminating information. The materials listed in the bibliography are suggested for use both as instructional materials and as resource materials, and may be suitable for either classroom or inservice study. The citations are not alphabetized. (PGD)

ED 267 208 CE 043 727

Auto Body Repair: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 20p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); *Auto Body Repairers; Behavioral Objectives; *Course Content; Course Descriptions; Course Organization; Educational Needs; *Educational Objectives; Educational Resources; Entry Workers; Job Skills; Job Training; Motor Vehicles; Painting (Industrial Arts); Repair; Secondary Education; Skill Development; Student Organizations; Units of Study; Vocational Education; Welding
IDENTIFIERS- Vocational Industrial Clubs of America

This scope and sequence guide, developed for an auto body repair vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a brief list of textbooks and curriculum guides. This three-year course in auto body repair consists of classroom and practical instruction in three general areas of automobile damage repair. The units of instruction include development of manipulative skills such as welding and brazing, body and frame alignment, metal straightening, application and finishing of body solder and plastic fillers, and sanding and spray painting. Students are taught to use all the tools of the trade safely and skillfully. The program also provides students with the opportunity to participate in Vocational Industrial Clubs of America (VICA) leadership training, and in local, state, and national skills competitions. (KC)

Meyer, Linda A.; And Others
The Heuristic and Measurement Models during a Study of Reading Comprehension Development and Science Knowledge. Technical Report No. 382.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 29 Nov 85
NOTE- 59p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Content Area Reading; Elementary Education; Family Influence; Longitudinal Studies; Measurement Techniques; *Models; *Reading Comprehension; *Reading Research; Research Methodology; *Sciences; Teacher Role

The heuristic model and measurement models guiding a proposed seven-year investigation of how children learn to comprehend what they read--and in particular how they comprehend science text--are described in this report. The report first offers a brief description of the heuristic model, which is based upon and extended from studies of effective teaching and includes eight constructs: (1) the abilities possessed by students entering school; (2) instructional materials; (3) classroom management; (4) instructional feedback; (5) instruction in decoding, comprehension, and science; (6) stable home characteristics; (7) home support for literacy and science knowledge; and (8) student ability at the end of kindergarten. The remainder of the report discusses and presents empirical support for the measurement models built for each of the constructs. References, figures and a table of effective behaviors in four stages of instruction are appended. (FL)

ED 267 458 CS 505 221

Villaume, William A.; Cegala, Donald J.
Implications of Discourse Strategy for Listening.
PUB DATE- Mar 86
NOTE- 25p.; Paper presented at the Annual Meeting of the International Listening Association (7th, San Diego, CA, March 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attention; *Behavior Patterns; Discourse Analysis; Interaction; Interpersonal Communication; *Listening Comprehension Tests; *Listening Habits; Listening Skills; *Models; Recall (Psychology); *Research Methodology; *Speech Communication

Recognizing the lack of research delineating what personality traits might predispose a person to poor listening, this paper contrasts two lines of research assessing how the cognitive and affective characteristics of speakers impact on their recall of conversation. The first section of the paper considers the theoretical perspective arguing that poor conversational recall is a result of excessive self-focus and inattention to the interlocutor in conversation, and that the research methodology involved directly parallels the methodology normally used in the lecture retention model of traditional listening research. The second section of the paper develops a theoretical perspective derived from close analysis of the conversational text to reveal strategies used by the speakers in conversation. Specifically, it argues that poor conversational recall is based not on excessive self-focus, but on type of orientation to conversational text and the interaction mode of the conversation. The final sections of the paper develop a typology of listeners in conversation using the two interactive variables associated with interaction involvement--discourse orientation (meaning based vs. text based) and interpersonal stance (independent vs. dependent). (HOD)

ED 267 515 EA 018 334

Little, Judith Warren; And Others
Professional Development Roles and Relationships: Principles and Skills of "Advising."
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 66p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Interpersonal Competence; *Mentors; Peer Evaluation; Peer Relationship; Teacher Improvement
IDENTIFIERS- Marin County Office of Education CA; Teacher Advisor Project

Seven videotapes of teachers teaching under the eye of trained teacher advisers and discussing their efforts with the advisers, coupled with interviews with the teachers and advisers involved, provided researchers with information on effective adviser-teacher relationships. The seven videotaped conferences selected for analysis involved advisers with 1 to 3 years' experience and teachers practicing at levels from the first grade to high school. Each adviser in the Marin County (California) Office of Education's Teacher Advisor Project was a teacher assigned on a full-time basis to advise teachers at up to four school sites. The adviser role involved recruiting teachers to be advised, organizing observations and conferences, and offering advice (though the tapes revealed such instances were rare in practice, for several possible reasons). The tapes illustrated six principles of face-to-face advising. Three involved talk about teaching: the use of common language, the ability to focus, and the provision of hard evidence. The other three enhanced collegial trust: the encouragement of interaction, reliance on a predictable agenda, and the display of reciprocal respect. Examples were drawn from the tapes to illustrate successful interactions and successful conference leadership by advisers. (PGD)

Braaten, Sheldon, Ed.; And Others
Programming for Adolescents with Behavioral Disorders. Volume 2.
Council for Children with Behavioral Disorders.
REPORT NO.- ISBN-0-86586-164-1
PUB DATE- 85
NOTE- 144p.; Papers presented at the National Multidisciplinary Conference on Programing for Children with Behavior Disorders (2nd, Pensacola, FL, October 1985). For volume 1, see ED 248 623.
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($11.18, $9.50 member price; Publication No. B312).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Behavior Disorders; Curriculum Development; Definitions; Delinquency; History; Interdisciplinary Approach; *Intervention; Peer Relationship; Program Development; Program Effectiveness; Psychological Needs; Secondary Education; *Special Education; Teacher Attitudes; Theories

Thirteen papers were selected from presentations made at a 1985 multidisciplinary conference on programing for adolescents with behavior disorders. The following papers are included: "Adolescent Needs and Behavior in the Schools: Current and Historical Perspectives" (S. Braaten); "Programs for Adolescents: What Works and Why?" (J. Lipsitz); "Academic Accommodations for Adolescents with Behavior and Learning Problems" (D. Deshler et al.); "Curriculum Needs: Perceptions of Handicapped Adolescents" (K. Norlander et al.); "Factors Influencing Teachers' Acceptability of Classroom Interventions for Deviant Student Behavior" (T. Turco et al.); "Children's Involvement in Treatment Selection: A Review of Theory and Analogue Research on Treatment Acceptability" (T. Turco et al.); "Preparing Emotionally Disturbed Adolescents for the Mainstream: An analysis of Current Practices" (V. Laycock and S. Tonelson); "Educational Interventions in the Juvenile Justice System" (B. Wolford); "Behavior Problems of Delinquents: Effects of Race, Rater, and Situation Differences on Revised Behavior Problem Checklist Ratings" (G. Pearson); "The Influence of Guided Group Interaction: Positive Peer Culture on Ego Development and Moral Judgement of Juvenile Offenders" (J. Cook); "Analysis of Predictive Research Literature with Adolescent Behaviorally Disordered Students in Public School Settings" (C. Hughes et al.); "A Survey of State Definitions of Behavioral Disorder: Implications of Adolescent Programming" (R. White et al.); "Special Education in France for the Emotionally/Behaviorally Disordered as It Relates to That of the United States" (S. Votel). (CL)

ED 267 564 EC 182 085

Board, Mary Ann; And Others
A Guide for the Personal Care Attendant: Independent Living with Attendant Care.
Institute for Rehabilitation and Research, Houston, TX.
SPONS. AGENCY- Rehabilitation Services Administration (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 27p.; For related documents, see EC 182 086-087.
GRANT- 13P57889/6-02
AVAILABLE FROM- Institute for Rehabilitation and Research, 1333 Moursund Ave., Houston, TX 77030 ($3.50 each; $10.50 set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attendants; Employment Opportunities; *Home Health Aides; *Individual Power; *Personal Autonomy; *Severe Disabilities

The first of three booklets on attendant care of severely disabled persons is addressed to the personal care attendants (PCAs). An introductory section reviews the basic concepts of independent living, noting the role of PCAs in promoting independence. Discussions of congenital and acquired disability are followed by information on equipment and devices and types of attendant care systems (private attendant systems and shared attendant services). Suggestions are offered for looking for and interviewing for jobs as PCAs. Additional information touches on training and the relationship between the PCA and the handicapped person (noting disability and attendant character types). Appended material includes a glossary and a list of resources. (CL)

ED 267 194 CE 043 713

Health Occupations: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 29p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Anatomy; *Articulation (Education); Behavioral Objectives; Child Development; Competency Based Education; *Cooperative Education; Course Content; Dietetics; Diseases; Employment Opportunities; Evaluation Criteria; First Aid; *Health Occupations; Mental Health; Nutrition; Obstetrics; Pharmacology; Physiology; Secondary Education; Student Evaluation

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 3-year program in health occupations. The guide consists of a course description; general course objectives; course content outlines for each of the 3 years of the program; and lists of recommended textbooks, curriculum guides, reference books and audiovisual materials grouped according to subject. Topics addressed in the three course content outlines provided include the following: (1) career opportunities in the fields of health and medicine, personal, vocational and public relations, basic anatomy and physiology, nutrition, and first aid; (2) child growth and development and common disorders and diseases of the body; (3) obstetrics, diet therapy, introduction to pharmacology, mental health problems, and clinical rotation; and (4) selection of a field of interest and employment in a health field. (MN)

ED 267 240 CE 043 775

Jewell, Larry R.
Ratios and Proportions. Student Worksheets for Vocational Agricultural Courses .
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 9p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; Definitions; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematical Concepts; Mathematics Skills; Number Concepts; Problem Sets; *Problem Solving; *Ratios (Mathematics); Secondary School Mathematics; Test Items; *Vocational Education

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers ratios and proportions, provides practice in using ratios and proportions and partitive proportions to solve problems in agriculture. Practical applications include computing interest on loans, and determining the storage cost of farm products. (KC)

Botterbusch, Karl F.; Michael, Nancy L.
Testing and Test Modification in Vocational Evaluation.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-0-916671-54-2
PUB DATE- 85
NOTE- 173p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Blindness; Deafness; Disabilities; Evaluation Criteria; Evaluation Methods; Mental Retardation; Postsecondary Education; *Psychological Testing; Secondary Education; *Student Evaluation; *Test Construction; *Test Selection; Vocational Education; *Vocational Evaluation

This manual is intended to guide evaluators, special needs personnel, private practitioners, manpower training instructors, and others in selecting, using, and modifying psychological tests within an evaluation or assessment setting. The first section discusses reasons for using tests in vocational evaluation, problems in using the tests, testing conditions and practices, and procedures for selecting and using tests. Addressed in a section on test modification are some general cautions to those modifying tests and specific methods for modifying tests for blind, deaf, and mentally retarded persons. The third part of the guide consists of test review outlines of 4 achievement, 18 aptitude, 5 intelligence, 9 interest, 12 work attitude and behavior, and 6 dexterity tests.

Each outline includes information on the test's purpose, subtests, characteristics, usefulness in its present form, and possible modifications, as well as criteria for selecting the test, subjective comments, and a source from which the test may be ordered. (MN)

ED 267 282   CE 043 959

Economic Indicators of the Farm Sector. State Financial Summary, 1984.

Economic Research Service (DOA), Washington, D.C.

REPORT NO.- ECIFS-4-5
PUB DATE- Mar 86
NOTE- 252p.; Document contains small type.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Agricultural Production; *Agricultural Trends; Agriculture; Economic Factors; Economic Status; *Farmers; Farm Management; *Income; Rural Economics; *State Norms; Trend Analysis
IDENTIFIERS- *Agricultural Economics

Crop production in 1984, particularly for spring-planted crops, returned to near-normal levels from the much reduced output of 1983 when government programs curbed planted acreage and drought depressed yields. The top five states in net farm income were California, at $3.5 billion; Iowa, $2.2 billion; Florida, $1.8 billion; and Illinois, $1.7 billion. Top earners among commodities were cattle and calves and dairy products. Texas led cattle-and-calf production with $4.5 billion, and Wisconsin led dairy earnings with $3 billion. Iowa led in receipts of the next three highest earning commodities: soybeans, $2 billion; corn, $2.1 billion; and hogs, $2.6 billion. (This report details a state-by-state financial ranking of the U.S. farm sector in 1984. The report is one of five in the "Economic Indicators of the Farm Section" series. In the report, data are reported at the state level for farm income and balance sheet accounts, including and excluding farm households. One major feature is the separation of the operator's household and dwelling from farm production transactions, assets, and debt. All of the income estimates in this report are based on a calendar year. The data, while mainly based on information from the U.S. Department of Agriculture's Statistical Reporting Service and the Census of Agriculture, also include information from other government agencies and private sources. The publication includes 58 tables of statistical data and a short summary.) (Author/KC)

ED 267 296 CE 044 029

Brown, Charles
Military Enlistments: What Can We Learn from Geographic Variation? Technical Report 620.
Maryland Univ., College Park.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Feb 84
NOTE- 46p.
CONTRACT- DAAG29-81-D-0100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Advertising; *Armed Forces; Differences; *Economic Factors; Employment Patterns; *Fringe Benefits; High School Graduates; Military Personnel; Military Service; Publicity; *Recruitment; Regional Characteristics; Salaries; Unemployment
IDENTIFIERS- All Volunteer Armed Forces; Army; *Military Enlistment

Some economic variables were examined that affect enlistment decisions and therefore affect the continued success of the All-Volunteer Force. The study used a multiple regression, pooled cross-section/time-series model over the 1975-1982 period, including pay, unemployment, educational benefits, and recruiting resources as independent variables. For high-quality enlistees, defined as those with test scores in the top half of the population or top-scoring individuals who are also high school graduates, a 10 percent increase in military pay raised the supply of enlistees by roughly 10 percent. A 10 percent increase in the unemployment rate (e.g., from 7 to 7.7 percent) increased the number of high-quality enlistees by about 6 percent. Recruiting resources had the expected effects. Army recruiters increased and other services' recruiters reduced Army enlistments. Advertising (both national and local) did not have consistently positive effects. Results were similar for high school graduates, except that the effect of military compensation depended crucially on how it was measured. Estimates of the supply of enlistees of all qualities were weaker still: estimates of compensation effects varied widely, and estimated effects of recruiters and advertising were less plausible. Unemployment effects were smaller than for high-quality recruits but hardly negligible. (YLB)

Rhodes, Lodis
Runaways in Texas: A Statistical Estimate, 1985.
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.
SPONS. AGENCY- Texas State Dept. of Human Resources, Austin.
REPORT NO.- ISBN-0-89940-852-4
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- Office of Publications, Lyndon B. Johnson School of Public Affairs, University of Texas, Drawer Y, University Texas Station, Austin, TX 78713 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Children; *Estimation (Mathematics); Family Income; *Family Problems; Individual Needs; Public Policy; Racial Differences; *Runaways
IDENTIFIERS- *Texas

Public concern for children has become more visible during the last decade as awareness of child abuse and neglect has increased. It is difficult to design policies to deal with troubled youth who run away. Because families of runaways are often looked upon as failures, there is a reluctance among families to report the runaway. Families may not define leaving home without permission as runaway behavior. Statistical estimates of runaways are difficult because of timing of the estimates, survey bias, and political trends. This study attempted to estimate the number of runaways and determine the type of services they and their families receive in Texas. A questionnaire was completed by 1,022 Texas households having children between the ages of 10 and 17. Respondents provided demographic, runaway, and social service information. The results showed that approximately two percent of the households (N=19) reported a runaway incident. Racial percentages of runaways resembled the state's racial composition. The median income of families reporting runaways was higher than the state average, suggesting that the poorest families were not necessarily experiencing the most runaway behavior. The survey did not generate information about the need for new services for runaways and their families. Several types of youth can be classified as runaways. Some children leave home of their own choosing, others are asked to leave by their parents, and others leave to escape abuse or neglect. A general survey on runaways will not reveal these different populations or their respective needs for services. The survey questionnaire and tables of results are included. (ABL)

ED 267 338 CG 018 918

Polkinghorne, Donald E.
Narrative Knowing and the Practicing Psychologist.

PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; Cognitive Style; *Counseling Techniques; *Counselor Training; Higher Education; *Narration; *Psychology; Skill Development
IDENTIFIERS- *Knowledge; *Narrative Text

Practicing psychologists use a variety of knowledge acquisition techniques and multiple knowledge structures when working with clients. Narrative knowing is one kind of knowledge, in which individual events are related by connecting them to a theme or a plot of which they are a part. Theme or plot is needed to unify the discrete events. A meaningful story is derived from a diversity of incidents. Narrative links individual actions into an overall theme. A practicing psychologist must approach a client from an integrative perspective. The psychologist assumes the client has made choices and can make future choices in order to change his life. People experience their selves in terms of a temporal concept, articulated in a narrative scheme. The practicing psychologist may find scientific methods limited in the help they can provide. The discipline of psychology needs to include the narrative format as a tool for practicing psychologists. (ABL)

ED 267 368 CG 018 949

Rothblum, Esther D.; And Others

Behavioral, Affective, and Cognitive Differences between High and Low Procrastinators as an Academic Deadline Approaches.

PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attribution Theory; Behavior Patterns; College Students; *Females; Higher Education; *Self Evaluation (Individuals); *Sex Differences; Student Behavior; *Study Habits; *Test Anxiety
IDENTIFIERS- *Procrastination

Previous research has shown that college students often report problems with procrastination on academic tasks. A study was conducted to investigate factors related to academic procrastination. Subjects (N=379) completed the Procrastination Assessment Scale on measures of test anxiety, attributions, and self-control. A subset of subjects (N=125) participated in weekly assessment sessions before, during, and after midterms. The results revealed that subjects who reported self-procrastination demonstrated behavioral delay and did less well academically than did non-procrastinators. Females and high procrastinators were more likely to report test anxiety. High procrastinators were more likely to attribute success on exams to more external and fleeting circumstances compared to low procrastinators. Cognitions of all students were greatly affected by proximity of upcoming exams. High procrastinators and females perceived themselves as having less delay of gratification, lower self-efficacy, and less control over emotional reactions. (ABL)

ED 267 398 CS 209 503

Stine, Linda J.
Answers That Raise Questions: Report on a Survey of Computer Use in Composition Instruction.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; Classroom Techniques; *Computer Assisted Instruction; Courseware; Higher Education; Microcomputers; *Teacher Attitudes; *Use Studies; *Word Processing; *Writing Instruction; Writing Processes; *Writing Research

Ninety-one college writing teachers completed a questionnaire about the extent of their computer use, computers and the writing process, advantages and disadvantages of computer use, problems encountered and suggested solutions, and future directions. Among the findings are the following: (1) The majority of those involved in computer assisted instruction (CAI) did not have computers available in their classrooms; they either scheduled special classes in the computer lab or just required students to use computers outside of class. (2) Presence or absence of support facilities was rarely mentioned as a serious drawback. (3) Few teachers made use of computers at the planning stage in the writing process, while most of those who required computer use at all required it for the production of the final draft. (4) Few teachers found the computer useful for teaching grammar. (5) Teachers are looking for more good software. (6) Advantages of CAI noted by the teachers were intangibles--atmosphere, motivation, paradigm shifts, and so on, while disadvantages centered around time and money. and (7) Problems with CAI are usually caused by apprehension on the part of teachers rather than students. (HOD)

ED 267 474 CS 505 243

Gross, Bertram W.; Laux, James L.
The Effects of Pre-Debate Training on Viewers' Perceptions and Evaluations of Presidential Debates.
PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Communication Research; *Evaluation Criteria; Evaluation Methods; Higher Education; Political Attitudes; *Political Candidates; Speech Communication; *Television Viewing
IDENTIFIERS- Audience Response; *Critical Viewing; Mondale (Walter); Presidential Candidates; *Presidential Debates; Reagan (Ronald)

A study examined the effects of training in argumentation and of initial candidate preference on perceptions and evaluations of presidential candidate debates. Subjects, 490 undergraduate speech communication students, were randomly assigned to three experimental conditions--control (no training), criteria only, and criteria plus explanations for their application--just prior to viewing the debate. Subjects also completed a questionnaire on demographic information and candidate preference (Ronald Reagan, Walter Mondale, Other, and Undecided). Subjects then viewed the televised debate. Subjects' post-debate perceptions of the candidates were measured using two 35-item semantic differential scales and a single scale representing a global assessment of performance in the debate. Finally each subject rank ordered ten performance-related criteria in terms of the importance of each to the subject's evaluations of the candidate. The most noticeable result centered on the uncommitted subjects' perceptions of the candidates. The effects of training on those who had an initial commitment to a candidate were more ambiguous. A statistically significant training/preference interaction effect was observed for the subject's perceptions of Reagan on both the "capability" and "personableness" dimensions. Uncommitted subjects who had viewed Reagan more negatively on the "capability" dimension as a result of training evaluated Mondale in just the opposite way. Those uncommitteds who were trained evaluated Reagan's performance less favorably than did those in the control group. While these findings might suggest that only a portion of those exposed to training are influenced by it, the effect of such training can be significant in some elections. (HTH)

ED 267 502 EA 018 300

Duckworth, Kenneth; deJung, John
High School Procedures for Managing Student Absenteeism: Staff Implementation and Satisfaction and Student Response. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 126p.; Appendices contain small print.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($5.75 prepaid; quantity discounts; postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *Administrator Responsibility; Attendance; Computer Oriented Programs; Counseling; *Discipline Policy; Educational Environment; High Schools; Parent Influence; Parent Responsibility; Parent School Relationship; Parent Teacher Cooperation; Punishment; Questionnaires; Student Attitudes; *Student Behavior; Tables (Data); Teacher Attitudes; *Teacher Responsibility; *Truancy
IDENTIFIERS- United States (Northwest)

Information was collected at six urban high schools in the Northwest during 1984 and 1985 to describe the procedures used to manage student absenteeism and to compare the schools on staff implementation of and satisfaction with the absentee procedures used. An additional purpose was to investigate the influence of school procedures on student absence rates. Four major procedures were identified: monitoring and recording attendance, excusing absences, imposing penalties for unexcused absences, and intervening in patterns of chronic absenteeism. The evidence suggests that a centralized computer system for monitoring and recording attendance should be combined with school-based microcomputer systems for short-term monitoring and feedback.

Questionnaires revealed that many teachers are frustrated by the responsibility of excusing student absences and are dissatisfied with parents' adherence to predefined criteria for excuses. Penalties imposed for unexcused absences appear to be most effective with students who are college-oriented. Intervention in cases of chronic truancy is controversial and at best only sporadic. The approach that is advocated for managing student absenteeism is to combine increased strictness with more ambitious interventions into the problems of the chronic truants, including efforts to improve teaching quality and make classes more interesting or relevant. Questionnaires are appended. (GJ)

ED 267 547 EC 182 067

Gadow, Kenneth D.

Children on Medication: Volume II. Epilepsy, Emotional Disturbance, and Adolescent Disorders.

REPORT NO.- ISBN-0-88744-228-5
PUB DATE- 86
NOTE- 249p.; For Volume I see, EC 182 066.
AVAILABLE FROM- Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($17.95, $15.25 member price). College Hill Press, 4284 41st St., San Diego, CA 92105 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Disabilities; *Drug Therapy; Elementary Secondary Education; Emotional Disturbances; Epilepsy; Medical Services

Intended for parents and professionals, the book provides information on the use of medication for a variety of childhood disorders that require long-term treatment. An introduction sets forth reasons why caregivers should understand drug treatment and considers the importance of an international approach to pharmacological management of child and adolescent disorders. Chapter 1 presents an overview of fundamental concepts in the field, followed by a description of the various types of epilepsy and drugs used to treat them. Special problems of seizure disorders for early childhood education and children with mental retardation are analyzed in chapter 3. Chapter 4 details drug treatment for infantile autism, childhood schizophrenia, and emotional disturbances. Adolescent psychiatric disorders are the central topics of chapter 5 which deals with them accoridng to areas of functioning: mood, thinking, conduct, eating, and emotions. The final chapter touches upon drug management for enuresis, school phobia, cerebral palsy, and Tourette syndrome. Appendixes include classifications of psychotropic drugs; classifications of the Epilepsies; a list of selected psychotropic and antiepileptic drugs by trade names and corresponding generic names; the Dyskinesia Idenfitication System-Coldwater; the Dyskinesia Identification System-Condensed User Scale; an alphabetical list of selected United Kingdom trade names, and a glossary. (CL)

ED 267 180 CE 043 602

Dixon, Rose; And Others

VOT Enterprises, Inc. An Accounting Task Simulation. Employee's Manual Student's Guide and Employer's Manual Teacher's Guide .

Georgia State Univ., Atlanta.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 85
NOTE- 338p.; For other manuals, see CE 043 596, CE 043 598, and CE 043 600.
LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Bookkeeping; Business Skills; Instructional Materials; *Job Skills; Learning Activities; *Office Occupations Education; *Office Practice; Secondary Education; *Simulation

This accounting task simulation is designed for use in office occupations programs at the secondary level. The primary purpose is to give the student the opportunity to become familiar with the tasks and duties that may be performed by accounting personnel in a real work situation. The employer's manual provides general information for the student on use of the work order (instruction sheet), time clocks, office reference manuals, personal appearance, employer/employee relations, and performance and progress. It also contains the 18 tasks the student is required to perform. Each task consists of a work order that describes the work and special instructions and most of the written materials that are needed to perform the task. Tasks are designed to be completed in a relatively short period of time--from 15 minutes to 1 hour. The employer's manual (teacher's guide) contains an information sheet for each task that details descriptions, materials/supplies and equipment, and suggested requirements (prerequisites, approximate completion time, accuracy); the keys to tasks found in the employee's manual; and scripts to cassette tapes that provide the information needed to perform certain tasks. (YLB)

Inana, Marjorie
Ethical Issues Encountered by Families in a High Tech Society.
PUB DATE- Feb 86
NOTE- 16p.; Paper presented at the National Vocational Home Economics Education Conference (Columbus, OH, February 1986). Light print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Educational Needs; *Ethics; *Family Life Education; Family Problems; *Home Economics Teachers; Needs Assessment; Postsecondary Education; School Role; Secondary Education; *Teacher Role; *Technological Advancement

Until recently, technological advancement was an unquestioned societal goal. Today, however, controversy and public debate are beginning to arise over a wide variety of technologies, their development, and their use. As certain aspects of technology begin to be perceived as a possible threat to our health, privacy, environment, and safety, families are being forced to assess whether the potential benefits of certain technologies justify the risks and, in the process, are being faced with significant ethical dilemmas. Because the family plays the role of a mediator between individuals and society, it is important that families be capable of making ethical decisions and be able to put the opinions of experts in proper perspective while at the same time striking a balance between their commitment to private goals and their responsibility for collective well-being. Information processing, energy, and medical technologies are among the areas that are posing ethical dilemmas for families. As practitioners, teachers of family life education programs must help families manage technology for an improved quality of life by helping their students (1) explore technological options, (2) identify personal values and goals, (3) make reasoned judgments about the ramifications of these values and goals, and (4) participate in the political process. (MN)

ED 267 255 CE 043 818

Davis, Judith A.; McDaniel, J. Goodlett
Science Competencies for Health Occupations Education.
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 98p.; Document printed on colored paper.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Anatomy; *Behavioral Objectives; *Competence; Competency Based Education; Health Education; High Schools; *Learning Activities; Learning Modules; Metric System; Natural Sciences; Nutrition; Physiology; Problem Sets; Science Education; *Science Instruction; *Scientific Concepts; Scientific Principles; Secondary School Science; Vocational Education
IDENTIFIERS- North Carolina

This set of six modules was designed for use primarily by health occupations teachers to help them teach and reinforce the basic science skills in their classes. Each module consists of an introductory page on which the teaching unit, training activities, unit objectives, and related competencies can be found. Most modules include worksheets to reinforce the content of that module. (Answer sheets for the worksheets have not been provided.) Modules can be given to students as complete assignments or broken into smaller units according to the needs of the students. Modules cover the following topics: parts of the body, nutrition, metrics in medicine, the skin, respiration, and health risk appraisal and health awareness games. A matrix of science competencies matched to the related health occupations competencies is included with the set of modules. (KC)

ED 267 310 CG 018 890

Beaudet, M.; And Others
The Measurement of Change in Well-Being.
PUB DATE- Nov 85
NOTE- 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Change; Financial Support; Gerontology; *Health; Longitudinal Studies; Measurement Techniques; *Older Adults; *Social Networks; *Well Being
IDENTIFIERS- *Happiness

Research indicates that aging processes include changes in health, social, and financial resources. A study was conducted to determine if three quantitative approaches to the measurement of longitudinal change would yield similar results when the relationship between subjective well-being and measures of health, social, and financial resources were analyzed. Three measures of longitudinal change were used, including difference scores, residual change scores, and percentage gain scores. Data were taken from the Retirement History Study by the Social Security Administration and the sample included 8922 respondents measured in 1969, 1971, and 1973. The dependent variable measured happiness. Health resources were measured by the General Disability and Overall Disability Indexes with a high score representing a high degree of disability. Social resources were measured by the Scope of Immediate Family and Size of Immediate Family Indexes, with high scores indicating that the respondent had a spouse, parent, child, and sibling. Respondents reported more disability and fewer social resources as they aged. When the approach to the measurement of change was varied, different results were obtained in terms of the amount of variance explained and in terms of the relative importance of the resource area for predicting happiness and change in happiness outcome. The use of difference scores and residual change scores together is needed in measurement of change in aging studies. (ABL)

ED 267 354 CG 018 935

Hayden, Davis C.
Counselor and Client Responses to Hypothesis Testing Strategies.
PUB DATE- 14 Feb 86
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Simulation; *Counseling Techniques; *Counselor Training; Higher Education; *Hypothesis Testing; *Interviews; *Questioning Techniques

Recent research on hypothesis testing strategies (the strategy a person uses to determine the correctness of a specific hypothesis) has produced contradictory results. The three strategies available have been labeled confirmatory, neutral, and disconfirmatory. Some research has found that a confirmatory testing style predominates, while other research has favored a neutral style. Hypothesis testing strategies were examined in the context of a cognitive mediational perspective. Subjects were 147 undergraduate students who completed two experiments and 23 counselors-in-training who completed the first experiment only. In experiment 1, all subjects were given descriptors of an extroverted or introverted person and then subjects were instructed to determine if a person they would soon meet matched those descriptors. Subjects were to choose 12 questions from a list of 26 that they would use to make their decisions. The first experiment ended with the question choosing. A computer was used to simulate the person (client) and to give responses. In the second experiment the computer became the questioner (counselor) and took a confirmatory, discomfirmatory, or neutral approach. The results showed that the neutral hypothesis testing strategy was preferred and was also rated as more trustworthy by undergraduates. A subject's choice of hypothesis testing strategy was found to be stable over time regardless of feedback from targets. (ABL)

ED 267 414 CS 209 597

Thompson, Edgar H.
Writing as Learning, Not as Punishment.
Virginia Association of Teachers of English.
PUB DATE- Oct 85
NOTE- 5p.
AVAILABLE FROM- Writing Brochure, c/o Herb Thompson, Neff Education Center, Emory & Henry College, Emory, VA 24327 (single copies free of charge, include stamped, self-addressed envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; *Educational Objectives; Elementary Secondary Education; Learning Activities; *Punishment;

Writing (Composition); *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Writing as Punishment

While discouraging using writing as punishment, this pamphlet shows how writing can be a tool to support learning. The pamphlet discusses the following ten ways that writing can be used in any school subject to enhance learning and to develop students' thinking processes: (1) to identify personal goals, (2) to comprehend reading material, (3) to clarify and reflect, (4) to define one's own learning, (5) to summarize, (6) to apply writing to practical school situations, (7) to inquire, (8) to plan and organize, (9) to meet one's own needs and interests, and (10) to evaluate. (EL)

ED 267 429 CS 209 616

Bennett, Susan G., Ed.
Jump into Writing: A Writing Curriculum for Grades K-12--Expressive Discourse.
Texas Univ., Austin. Dept. of Curriculum and Instruction.
PUB DATE- 84
NOTE- 69p.; Publication of the Texas Hill Country Writing Project. For other guides in this series, see CS 209 614 and CS 209 617.
AVAILABLE FROM- Texas Hill Country Writing Project-National Writing Project, Education Building 406, Department of Curriculum and Instruction, University of Texas, Austin, TX 78712 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classification; Curriculum Guides; Descriptive Writing; Elementary Secondary Education; English Curriculum; Evaluation; *Learning Activities; Lesson Plans; Narration; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Expressive Writing; National Writing Project; Texas

Hill Country Writing Project

Created as one part of a comprehensive curriculum for teaching writing from kindergarten through twelfth grade, this guide focuses on expressive writing. Following an introduction describing the goals of the writing project, the preface points out that the guide is based on the comprehensive model of James Kinneavy's "A Theory of Discourse, Aims and Audiences in Writing" and "Writing--Basic Modes of Organization." The guide is divided into two sections: a matrix of suggested activities in each of the four modes for expressive writing (description, narration, evaluation, and classification); and expanded lessons at each grade level, from kindergarten through twelfth grade. A selected bibliography concludes the guide. (EL)

ED 267 444 CS 209 634

Gallagher, Brian
Microcomputers and Word Processing Programs: An Evaluation and Critique. Research Monograph Series Report No. 9.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- Mar 85
NOTE- 196p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Courseware; Evaluation Criteria; Higher Education; *Microcomputers; Program Descriptions; *Program Evaluation; Teacher Attitudes; *Word Processing; *Writing Instruction

The use of word processing as an instructional tool is the focus of this monograph. The introductory section provides an overview of word processing and its use in higher education, while the second section explores the use of word processing in writing courses, including word processing for basic writers and learning disabled students, word processing and collaborative learning, and teaching the word processor as a writing tool. Word processing for general faculty use is discussed in the third section, which takes into consideration faculty resistance to computers and other factors to consider when choosing a word processing program. The next section contains evaluations of the following word processing programs: Personal QWERTY, Wordvision, Megawriter, Textra; PFS:Write, Select Write, Volkswriter Deluxe, Officewriter, Easywriter, Superwriter, Peachtext, Perfect Writer, Wordstar, Visiword, Spellbinder, Easywriter II, Wordperfect, Microsoft Word, Powertext, Multimate, and various spelling checkers. The final section examines some of the social, educational, epistemological, and ontological issues surrounding word processing and microcomputers. Five pages of references conclude the report. (HOD)

ED 267 459 CS 505 222

Planning a Breast-Feeding Promotion Campaign. EAPRO Handbooks on Communication and Training No. 3.

United Nations Children's Fund, Bangkok (Thailand). East Asia and Pakistan Regional Office.

PUB DATE- Feb 85

NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Audiences; *Communication (Thought Transfer); Foreign Countries; *Information Dissemination; Information Utilization; *Mass Media; Motivation Techniques; Persuasive Discourse; Program Development; Propaganda; Speech Communication
IDENTIFIERS- *Breastfeeding

The development of the communication component of a program promoting breast feeding to a variety of audiences through a variety of media is the focus of this paper. The introduction discusses groups, in addition to pregnant and lactating mothers, who should be involved and receive information. The paper then (1) identifies audiences--including women in the fertile age-group (15-44) and secondary audiences--who influence mothers' attitudes and breast-feeding practice; (2) provides an analysis of audience beliefs and behavior; (3) describes people important in promoting breastfeeding, such as midwives and women who have had good experiences with breastfeeding; and (4) tells how to change the behavior and beliefs of public officials, the medical establishment, and the mass media. A communication matrix for a breast-feeding promotion campaign and a table to be used for planning and implementing a communication program are appended. (EL)

ED 267 488 EA 018 197

Glines, Don
Resources for the Future; A Short Non-Annotated Bibliography: Societal Futures, Educational Futures, Information Groups, Magazines, Classroom Resources, Media.
PUB DATE- Aug 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Futures (of Society); Inservice Teacher Education; Instructional Materials; *Resource Materials; Technological Advancement

A selection of resource materials useful for the study of the future of society and education is presented in this bibliography. The materials are presented in six sections. The first section lists works by 42 authors that stimulate thinking about social change. The second section lists works by 20 authors focusing more narrowly on the future of education. The third section identifies 12 organizations that can provide information on topics relating to the future and gives the address of each. Twelve magazines that publish futures-related information are named in the fourth seciton. Works by 24 individual or organizational authors that can be used as classroom resources are listed in the fifth section. The sixth section cites 16 nonprint resources, including both specific products (films, tapes, listings) and organizations supplying products. The materials included in the bibliography are suggested as resources for both classroom and inservice education use, and are offered as starting points for study that will guide the user to additional resources. (PGD)

ED 267 581 FL 015 297

TECFORS: A Newsletter for Instructors of Writing and Reading to ESL and Bi-Lingual Adult Students. Volume 7, 1984.
Houston Univ., TX. Dept. of English.
PUB DATE- 84
NOTE- 69p.
AVAILABLE FROM- Department of English, Attention: Nancy Lee, University of Houston, Houston, TX 77004 ($4.00 per year; $7.00, two years).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(052)
DESCRIPTORS- Adult Students; Bilingual Students; *Classroom Techniques; Culture Conflict; *English (Second Language); English for Special Purposes; Grading; Individualized Instruction; Language Research; Language Styles; *Reading Instruction; Remedial Reading; Second Language Instruction; *Writing Instruction
IDENTIFIERS- Asians

Numbers 1 through 5 of the 1984 TECFORS newsletter include these articles: "The Skills that Cannot Wait: Improving the Academic Performance of Underprepared Students through Integrated Curriculum" (Laurel Corona); "Meeting Culture Shock Head On," part 2 (Michele Molinaire); "Directing First Language Reading Research toward Second Language Comprehension" (Kerry Segel); "Process or Product? An Exercise in Both" (Linda Yoder); "Methods for Teaching Academic Writing" (Daniel M. Horowitz, Macey B. McKee); "The Reader, the Task, and the Interaction" (Kerry Segel); "Some Pragmatic Dimensions of ESL Writing Tutorials" (William Acton); "Pre-Reading: A Neglected Skill in Lower- Level ESL Classes?" (Vivian Hefley, Roberta Vann); "Using Student Essays: Some Issues for ESL and Remedial Composition Classes" (Ann M. Johns); "When Asians Write: What to Expect in Rhetoric" (Mark Picus); "A Systematic Approach to Gerund/Infinitive Complements" (Mary Lindeman); "Designer Grading: Tailored for ESL and Developmental Students" (Dorothy Farris Findlen); and "Using Anticipation Guides" (Patsy Arnold Martin). (MSE)

ED 267 209 CE 043 728

Auto Mechanics: Scope and Sequence.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.

PUB DATE- 84

NOTE- 23p.; For related documents, see CE 043 708-742.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Articulation (Education); *Auto Mechanics; Behavioral Objectives; *Course Content; Course Descriptions; Course Organization; Educational Needs; *Educational Objectives; Educational Resources; Engines; Entry Workers; Job Skills; Job Training; Mechanics (Process); *Motor Vehicles; Secondary Education; Skill Development; Vocational Education

IDENTIFIERS- Vocational Industrial Clubs of America

This scope and sequence guide, developed for an auto mechanics vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, and audiovisual aids. This three-year program is designed to provide experience that will qualify students for entry-level employment in any of the several areas of automobile service. Students are taught to use proper factory approved methods of servicing and repairing the automobile engine, chassis, transmission, differential, electric system, brakes, fuel system, and cooling system. The training also includes learning to make the proper diagnosis using test equipment, precision measuring tools, and service manuals. The course provides students with the opportunity to participate in Vocational Industrial Clubs of America (VICA) leadership training, and in local, state, and national skills competitions. (KC)

ED 267 241 CE 043 776

Jewell, Larry R.
Perimeter, Area, and Volume. Student Worksheets for Vocational Agricultural Courses .
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 10p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; *Geometric Concepts; *Geometry; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematics Skills; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education

This learning module provides students with practice in applying geometric operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers perimeter, area, and volume, provides practice in using basic computational skills to solve problems relating to these concepts. Practical applications include measuring cropland and calculating quantities of materials needed for a job. (KC)

ED 267 339 CG 018 919

Bayer, Darryl Lee
Variables in Effective Interagency Relationships.
PUB DATE- Aug 85
NOTE- 23p.; Earlier version of this paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Agency Role; *Human Services; *Institutional Cooperation; Network Analysis; *Networks; *Organizational Communication; Organizational Theories
IDENTIFIERS- *Organizational Analysis; Organizational Behavior

The sytems view of organizations recognizes that all parts of the organization, including people and organizations within networks, affect all the other parts. This study examines the interorganizational relationships of a rural community human service delivery system in northern Minnesota. The coordination and integration of human services appear successful in this community. Ten agencies from about 30 in the system were selected randomly for this study; the agencies included a runaway youth shelter, residential facilities for juvenile offenders, a Planned Parenthood facility, a battered women's shelter, an elderly adults' daycare facility, a nursing home, a shelter for the mentally ill, a group home for the mentally retarded, and a day activities center for the mentally retarded. These agencies had network relationships with one another and with public schools, social services, federal programs, medical and psychiatric services, citizen groups, legal authorities and court systems, licensing boards, funding agencies, shelters, and the media. Interviews with the ten agencies provided information on administrative history and relationships, funding, agency agreement on service provision, the value of interagency cooperation, and how intra- and inter-agency conflict is handled. Findings indicated that the systems attended primarily to the areas of productivity, rewards, and conflict. The primary variables contributing to the high effectiveness of the interorganizational relationships within the system network were sharing a similar ideology, maintaining task-oriented information exchange, and managing distinctiveness of agency role. (ABL)

ED 267 383 CS 008 360

Mo, Suchoon S.; Mo, Judith C.
Size, Weight and Content Analysis of Japanese and Korean Elementary School Reading Text Books.

PUB DATE- Oct 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (3rd, Jackson Hole, WY, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Comparative Analysis; *Content Analysis; *Content Area Reading; *Cultural Differences; Elementary School Science; Foreign Countries; Literature; *Textbook Content; *Textbook Research
IDENTIFIERS- *Japan; *Korea

In an analysis of Japanese, Korean, and American elementary school reading textbooks to determine their differences, the weight and size of each book were measured, the number of pages totaled, and the content analyzed. Categories chosen for the content analysis included science (physical, life, and social science), literature, and basic skills. Among the findings are the following: (1) American reading textbooks are larger and heavier than their Japanese or Korean counterparts; (2) the number of pages in the American readers exceeds the number in the Japanese readers by 16% and in Korean readers by 7%; (3) 36% of pages in Japanese readers are devoted to science, 23% in American and 25% in Korean readers; (4) 28% of pages in Japanese readers are devoted to literature, compared with 22% in American and 0% in Korean readers; (5) reading and writing are not regarded as separate and distinct activities in Japanese and Korean readers; (6) 20% of pages in Korean readers are devoted to physical labor; and (7) 36% of pages in Korean readers deal with basic skills training, compared with 8% in American readers. (HOD)

ED 267 516 EA 018 344

Dunlap, Diane M.
The Coming Teacher Shortage: What Schools Can Do about It.
Oregon School Study Council, Eugene.
PUB DATE- 86
NOTE- 7p.
AVAILABLE FROM- Publications, Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; Competence; Early Retirement; Elementary Secondary Education; *Enrollment Projections; Enrollment Rate; Enrollment Trends; Mentors; Part Time Faculty; *Teacher Certification; Teacher Guidance; Teacher Improvement; Teacher Promotion; Teacher Responsibility; *Teacher Retirement; Teacher Salaries; *Teacher Shortage; Teacher Supervision; Trainers
IDENTIFIERS- Oregon School Study Council

Increased enrollments combined with teacher retirements and resignations are creating a strain on the current supply of qualified teachers. As the demand for new teachers is increasing, the number of new teaching graduates is decreasing proportionally. A national teacher shortage is imminent and already exists is some locations and in some subjects areas such as math and science. In Oregon, a recession has curbed the crisis, but retirements and resignations could create a shortage within the next four years. Historically, there have been four responses to a severe teacher shortage: (1) raid other schools; (2) drop standards for entering the teaching field; (3) raise the student/teacher ratio; and (4) use misassignments and emergency certification. All four have proved to be unsatisfactory. A positive step that can be taken is to talk now with the state Legislatures, the Department of Education, and the professional organizations about the need to prevent any drastic decrease in teaching quality. Districts should also look closely at hiring patterns and at training mentor teachers. Job sharing should be encouraged and recent retirees should be viewed as a major resource. The use of extracurricular support personnel and the role of technology should also be considered. (GJ)

ED 267 565 EC 182 086

Board, Mary Ann; And Others
A Message to Parents of Handicapped Youth: Independent Living with Attendant Care.
Institute for Rehabilitation and Research, Houston, TX.

SPONS. AGENCY- Rehabilitation Services Administration (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 15p.; For related documents, see EC 182 085-087.
GRANT- 13P57889/6-02
AVAILABLE FROM- Institute for Rehabilitation and Research, 1333 Moursund Ave., Houston, TX 77030 ($3.50 each; $10.50 set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attendants; *Home Health Aides; *Individual Power; Parent Child Relationship; *Parent Role; *Personal Autonomy; *Severe Disabilities
IDENTIFIERS- *Attendant Care

The second of three manuals on attendant care for disabled persons is intended for parents of severely handicapped youth. An initial message reviews typcial reactions of parents to their child's quest for independence while subsequent sections address the basic principles of independent living and parents' responsibility for structuring learning experiences to promote responsible decision-making. Three independent living support systems are identified: (1) community support, (2) agency support, and (3) personal-emotional support. Guidelines on when to use personal care attendants and a list of resources conclude the manual. (CL)

ED 267 195 CE 043 714

Food Management, Production and Services: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 24p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Competency Based Education; Cooperative Education; *Course Content; Employment Opportunities; Equipment Utilization; Evaluation Criteria; *Food Service; Human Relations; Job Skills; *Managerial Occupations; *Occupational Home Economics; Safety; Sanitation; Secondary Education; Student Evaluation; Student Organizations
IDENTIFIERS- *Food Preparation; Future Farmers of America

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2- or 3-year program in food management, production, and services. The guide consists of a course description; general course objectives; course content outlines for each of the three years of the program; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Topics included in the course content outlines for each of the courses in the sequence are as follows: (1) orientation to food management, the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), job opportunities, sanitation, safety, assumption of responsibilities, large and small equipment and utensils, weights and measurement techniques, management skills, food preparation, and service and dining room activities; (2) orientation to food management, human relations/personal development, sanitation and safety, customer service, food preparation, and job procurement; and (3) cooperative training. (MN)

ED 267 270 CE 043 913

Shields, Dorothy
Organized Labor's Linkage with Vocational Education. Occasional Paper No. 110.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 23p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC110--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Apprenticeships; Cooperative Planning; Educational Cooperation; *Educational History; Educational Legislation; Educational Objectives; Educational Trends; Federal Legislation; Labor Education; Labor Legislation; *Linking Agents; Postsecondary Education; *School Community Relationship; Secondary Education; *Unions; *Vocational Education
IDENTIFIERS- *AFL CIO

Organized labor's relationship to vocational education has always been one of wholehearted support and encouragement. Since the passage of the Smith-Hughes Act in 1917, the American Federation of Labor (AFL) has supported state efforts to develop vocational education. Labor has strongly supported apprenticeship programs that included cooperative relationships among the schools, employers, unions, and equipment manufacturers. Recognizing the dependence of vocational education upon its relationships with organized labor, the American Vocational Association created its Labor-Management Relations Committee in 1954. Since that time, various unions have worked to improve vocational education dealing with their particular trade, and the AFL-CIO has vigorously opposed proposed cutbacks in funding for vocational education. Historically, the AFL-CIO has urged that vocational education students receive a comprehensive education with emphasis on basic skills education rather than on a program that is too job specific. Despite labor's continued support of vocational education, the incorporation of instructional materials dealing with labor into vocational programs is the exception rather than the rule. Continued strengthening of the partnership between vocational education and organized labor is vital in light of the current need to retool and to retrain the work force in the United States, and government leadership is essential to achieve this goal. (MN)

ED 267 369 CS 008 019

Pierce, Judy C., Ed.
Learning Outcomes for Reading: Early Childhood Education, Middle Childhood Education, Adolescent Education.
West Virginia State Dept. of Education, Charleston.

PUB DATE- 85
NOTE- 898p.
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; Library Skills; Reading Comprehension; *Reading Instruction; Reading Programs; Reading Readiness; *Reading Skills; Recreational Reading; Sequential Approach; Study Skills; Word Recognition; Word Study Skills

Intended for classroom teachers, this guide contains outcomes and objectives for grades K-12 that are intended to be used for improving the teaching and learning of reading skills. The prefatory section of the document briefly presents the goals of the program, suggestions for implementation, and a definition of terms. A reading concepts chart is then presented, with a scope and sequence chart indicating the appropriate grade level for instruction of each concept within the following categories: readiness, word recognition, comprehension, study skills, and recreational reading and personal development. The major portion of the guide, arranged in chart form, lists learning outcomes, sample learning objectives, media/resources, and evaluation techniques for each concept at the appropriate grade level. A list of West Virginia County reading administrators is appended. (EL)

ED 267 399 CS 209 527

Spelling List. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- May 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Elementary Secondary Education; Minimum Competencies; *Minimum Competency Testing; *Spelling; Spelling Instruction; Word Lists
IDENTIFIERS- Texas

Developed to provide Texas school districts with information about the scope of the spelling objective on the writing test of the Texas Educational Assessment of Minimum Skills, this list includes all spelling words eligible for testing at each specified level. The paper contains lists for students in grades 1, 3, 5, 7, 9 and the exit level of high school. An addendum to the spelling list is included for grades 3, 7, 9 and the exit level. (EL)

ED 267 503 EA 018 301

Duckworth, Kenneth; deJung, John
Variation in Student Skipping: A Study of Six High Schools. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 64p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Discipline Policy; Educational Environment; High Schools; *Parent Influence; Peer Influence; Punishment; Questionnaires; Sex Differences; *Student Attitudes; Student Behavior; Student Employment; Student Motivation; Tables (Data); Teacher Student Relationship; *Truancy
IDENTIFIERS- United States (Northwest)

Data were obtained from six high schools in the Northwest during 1984 and 1985 to determine the variation in students' reports of the frequency with which they skip school and cut classes. The study was guided by the advice of school administrators and a theoretical model of the influences or levels of participation in work organizations. Evidence indicates that skipping and cutting are serious problems among portions of the students in the schools studied. Boys skipped more frequently than girls, and skipping was most frequent among 11th and 12th graders. Student questionnaires indicated the biggest reason for skipping whole days was that students needed to be at home or had something better to do. Selective cutting was most often due to dislike of a particular class or not having completed homework assignments; peer pressure also contributed. Those students who reported infrequent skips scored high on an index of educational ambitions. There was no relationship between the index of perception of rule enforcement and frequency of skips; parental supervision was a stronger inhibiting factor. Since a number of factors and events may contribute to skipping, it may take a major change in the culture before specific factors exert much of an influence. (GJ)

ED 267 532 EC 182 052

Moore, William; Toews, Jane
Early Intervention Advisory Group Workbook: A Guide for Writing Local Comprehensive Plans for Early Intervention.
Teaching Research Infant and Child Center, Monmouth, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- SRR14
PUB DATE- Jun 85
NOTE- 101p.; A product of Oregon's Early Intervention State Planning Grant.
GRANT- G008435086
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; Community Resources; *Disabilities; Early Childhood Education; *Intervention; Organizations (Groups); *Program Development
IDENTIFIERS- Oregon

The workbook is designed to assist Oregon counties in developing comprehensive written plans for early intervention with students with disabilities. The process is broken down into seven stages with information on necessary actions at each stage: (1) forming an early intervention advisory group (conducting initial planning meetings); (2) setting a county goal (developing a goal statement); (3) determining needs of target populations (completing early intervention plan components worksheets); (4) identifying community resources; (5) developing an accurate data base (using the information retrieval form); (6) developing objectives for plan components; and (7) compiling the comprehensive plan for early intervention services. Sample forms and worksheets are provided throughout. Appendices include a copy of House Bill 2021 mandating early intervention services for all handicapped children in Oregon and a copy of the Oregon administrative rules for early intervention services. (CL)

ED 267 283 CE 043 963

Dunham, Denis
Food Costs...From Farm to Retail.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Mar 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Agribusiness; Agricultural Production; *Agricultural Trends; Agriculture; *Cost Indexes; *Costs; *Economic Change; *Expenditures; Farmers; Farm Labor; *Food; Food Service; Inflation (Economics); Off Farm Agricultural Occupations

This report focuses on food costs for 1985. Some of the information included in the report includes an analysis of food cost trends, percentages of the food dollar that goes to the farmer, and how much of the food dollar goes to food processors and marketers. Some of the highlights of the study are the following: (1) food prices rose slowly in 1985--less than average, while some food prices declined; (2) the values of farms dropped; (3) the farm value share of food prices dropped; (4) the farm-to-retail price spread widened 5.5 percent in 1985; (5) higher labor costs added the most to the food costs; and (6) food spending increased less than income. (KC)

ED 267 297 CE 044 033

Walters, Norma J.

The Acts, Economic and Political Conditions and Committee Work That Led to the Passage of the Smith-Hughes Act of 1917.

Auburn Univ., Ala. Center for Vocational and Adult Education.

PUB DATE- 86
NOTE- 22p.; For related documents, see CE 044 034-038.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Development; Educational History; Educational Legislation; *Federal Aid; *Federal Legislation; Industrial Education; Postsecondary Education; *Public Schools; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- Hatch Act; Morrill Act 1862; Morrill Act 1890; Smith Lever Act

The Morrill Land Grant Act (1862) granted public land to the states to establish agricultural and mechanical colleges. The land grant concept of bringing the services of the colleges to the farmers and mechanics was implemented by the Hatch Act (1887). Other important acts were the Second Morrill Act (1890), which gave monetary supplements to established land-grant colleges, and the Smith-Lever Act (1914), which provided for a program of cooperative extension work in agriculture and home economics. From 1914 to 1917 the economic and political conditions of the United States changed drastically. Craftsmen and leaders saw the necessity of promoting industrial education to meet societal demands caused by these conditions. The Douglas Commission (1906) was appointed to seek information concerning what was being done in Massachusetts public schools for manual training. Its report was responsible for legislation incorporating vocational education into the public school system. Another prime mover of vocational education into the public secondary school was the National Society for the Promotion of Vocational Education (1906). One effect resulting from the success of the leaders of the National Society was the development of a movement for more Federal aid for vocational programs--the Federal Commission on National Aid to Vocational Education (1914). (YLB)

ED 267 325 CG 018 905

Family Living Including Sex Education 1984-85. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Dec 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; Decision Making; *Elementary School Curriculum; Elementary School Students; Elementary Secondary Education; *Family Life Education; Human Relations; *Secondary School Curriculum; Secondary School Students; *Sex Education
IDENTIFIERS- New York (New York)

This document describes an evaluation of the Family Living including Sex Education (FL/SE) program of the New York City public schools. The evaluation summary describes the FL/SE as a comprehensive, sequenced curriculum for kindergarten through high school on the topics of human growth and development, family relationships, friendship, reproduction, and decision-making. The summary further states that the targeted curriculum implementation has produced the following: (1) students have gained knowledge in FL/SE topics and confidence in discussing them; (2) staff development sessions were well-attended; (3) parents supported parent workshops; (4) individual districts formed councils addressing their needs (5) all districts wished to expand the program; and (6) more districts plan to implement FL/SE. The document includes a program description which discusses the administration and goals of the program. The evaluation methodology is described. Program implementation is discussed including advisory councils, staff responsibility, strategies, curriculum use, district plans, and problems encountered. Staff training and development and student outcomes are discussed. Recommendations for future program development are made. Tables and figures of evaluation data are included. (ABL)

ED 267 355 CG 018 936

Farmer, Helen
Helen Astin's Model of Career Choice for Women and Men: Some Missing Pieces.
PUB DATE- Aug 85
NOTE- 5p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Career Counseling; Career Development; *Counseling Techniques; *Females; *Individual Needs; Minority Groups; *Research Needs; Services
IDENTIFIERS- *Model of Career Choice for Women and Men (Astin)

Traditional theories of career development and career choice have been useful for the typical middle class male. Career counselors must improvise, however, when serving clients who are less advantaged, minorities, handicapped, unemployed adults, or women. A model of career choice for women and men developed by Helen Astin focuses on the need to look beyond the status quo and to explore not only training and employment issues, but also issues in various support systems: financial aid, employment policies relevant to women and minorities, childcare options, and changing social norms with respect to family and work roles. Astin's model calls attention to a wide range of opportunities relevant to career choice. Different components in career development theory are relevant for different age groups and different individuals. These components need to be identified, empirically verified, and routinely addressed in career counseling. Researchers must begin to identify key constructs within the structure of opportunity for different age groups and individuals and to provide evidence of the relative strength of the influence of these constructs on socialization, work expectations, and work behavior. This will require longitudinal studies with subjects of various ethnic and socioeconomic groups. Counselors must begin to incorporate some of these considerations into their career counseling practices. (NRB)

Newkirk, Thomas, Ed.
To Compose: Teaching Writing in the High School.
Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 203p.
GRANT- NIE-G-82-0017
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Writing; Expository Writing; High Schools; Literature Appreciation; *Secondary School Curriculum; *Teaching Methods; *Writing (Composition); Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Writing across the Curriculum

The twelve essays in this collection, selected by leading teacher educators, explore the composition process and composition instruction. The first essay, "Toward Righting Writing" by Arthur Diagon, serves as a prologue while the second section, "getting started," consists of "A Way of Writing" by William Stafford, "Understanding Composing" by Sondra Perl, "Write Before Writing" by Donald Murray, and "How to Completely Individualize a Writing Program" by William A. Clark. The third section, "responding," includes "Teaching the Other Self" by Donald Murray, "Writer-Based Prose: A Cognitive Basis for Problems in Writing" by Linda Flower, and "Writing for the Here and Now" by Stephen Tchudi. The fourth section, "writing and literature," includes "Making Time" by Nancie Atwell and "Looking for Trouble: A Way to Unmask Our Readings" by Thomas Newkirk. The fifth section, "writing across the curriculum," includes "Language Across the Curriculum" by Bryant Fillion and "Journals Across the Disciplines" by Toby Fulwiler. Each of the sections concludes with suggestions for questions and a list of references. An appendix presents a discussion of the grammar question and a list of titles for further reading. (EL)

ED 267 430 CS 209 617

Bennett, Susan G., Ed.
A Writing Curriculum: K-12.
Texas Univ., Austin. Dept. of Curriculum and Instruction.
PUB DATE- 85
NOTE- 54p.; Publication of the Texas Hill Country Writing Project. For other guides in this series, see CS 209 614 and CS 209 616.
AVAILABLE FROM- Texas Hill Country Writing Project-National Writing Project, Education Building 406, Department of Curriculum and Instruction, University of Texas, Austin, TX 78712 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; *Creative Writing; Curriculum Guides; *Descriptive Writing; Elementary Secondary Education; Evaluation; Lesson Plans; Literary Devices; Narration; Writing (Composition); *Writing Instruction; *Writing Skills
IDENTIFIERS- National Writing Project; Texas Hill Country Writing Project

The fourth part of a four-year K-12 curriculum guide project for teaching writing, this guide deals with the literary aim (or purpose) for creating composition--which challenges the individual to develop a creative style found in the novel, short story, drama, or poem, and which encompasses both fiction and nonfiction. The preface explains that the four purposes for creating composition--literary, informative, expressive, and persuasive--are based on James L. Kinneavy's "A Theory of Discourse, Aims and Audiences in Writing" and "Writing--Basic Modes of Organization." The guide is organized in two parts, with the first providing a matrix arrangement of ideas for lessons using the literary aim in a variety of modes (description, narration, evaluation, and classification). The matrix is divided according to educational level: elementary (K-6) and secondary (7-12). The second part contains expanded lesson plans for using the literary aim in each mode. (EL)

ED 267 475 CS 505 244

Hirsch, Robert O.

On Defining Listening: Synthesis and Discussion.

PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Annual Meeting of the International Listening Association (7th, San Diego, CA, March 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Auditory Stimuli; *Aural Learning; Cognitive Processes; *Concept Formation; *Definitions; *Language Acquisition; *Listening; Listening Comprehension; *Listening Skills; Speech Communication

Scholars and consultants have offered a multitude of definitions of listening. One group defines listening as an ongoing, nonstatic process by which spoken language is converted into meanings in the mind. The other group, the sequentialists, view listening as a linear sequence of events in which one aspect is dependent upon a preceding aspect. Unfortunately, there appears to be some confusion among many of the definers regarding their understanding of "process." A third group of definers avoids this process problem by stating that listening is four connected activities: sensing, interpreting, evaluating, and responding. An examination of several listening definitions reveals at least ten different conceptual components of listening: hearing, interpreting, understanding, assigning meaning, acting to the sound stimuli, selectively receiving the sound stimuli, remembering, purposefully attending to the sound stimuli, analyzing information presented, and using past experiences as a filter of the communicated information. Listening is a complex activity that should not be simplified at the expense of a number of clearly important concepts. A three-page list of references is included. (HOD)

ED 267 489 EA 018 198

Glines, Don
The Future of Global Society.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Content; Educational Objectives; Elementary Secondary Education; *Futures (of Society); *Social Change; Technological Advancement; World Problems

This essay discusses the possibilities and the problems that may be encountered in the future. Human life on this planet is at a critical stage. Social, economic, and technological developments have brought man to a point at which a total transformation of our ways of thinking and acting are necessary if the world is to avoid catastrophic destruction either by nuclear war, the failure of the ecological balance, or socioeconomic disaster. Educators have a responsibility to participate in preparing students for the needed transition, and have unique opportunities to do so. (PGD)

ED 267 548 EC 182 068

Families with Disabled Children: Issues for the 1980's. Hearing before the Select Committee on Children, Youth, and Families, House of Representatives, Ninety-Ninth Congress, First Session (April 19, 1985, Anaheim, CA).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 85
NOTE- 311p.; Parts of document contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disabilities; Family Programs; *Family Relationship; Hearings; Respite Care; Severe Disabilities; *Stress Variables
IDENTIFIERS- Congress 99th

The record of the 1985 hearing addresses policy issues concerning families of disabled children. Statements are presented from parents of severely disabled children, educators, researchers, agency personnel, and disabled consumers. Topics addressed include sources of family stress, need for financial and respite services, the effects on other family members, the importance of vocational training, the degree of physician involvement, and the extent of families' health care access and use. Appended papers and supplemental materials, which comprise most of the document, consider such topics as women's labor force activity, marital dissolution, support for families of autistic and autistic-like children, and services for infants with special needs. (CL)

ED 267 181 CE 043 679

Stanley, Patrick A.
A Guide to Occupational Program Planning Using the HOEPS (Hawaii Occupational Employment Planning System).
Hawaii State Occupational Information Coordinating Committee, Honolulu.
PUB DATE- Apr 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Information Utilization; *Labor Needs; *Labor Supply;

Needs Assessment; *Occupational Information; Program Design; *Program Development; *Vocational Education
IDENTIFIERS- Hawaii

This guide is intended to help bridge the gap between the goal of fitting individuals for gainful and satisfying employment and the realities of the labor market which must provide that employment. It provides occupational program planners with simple suggestions on how to incorporate pertinent information into the planning process at minimal cost using data resources from the Hawaii Occupational Employment Planning System (HOEPS). The eight steps in the Occupational Program Planning Process for HOEPS are outlined together with the resources needed and the product of each step. A diagram of the HOEPS Program Planning Structure is then provided, followed by a guide to occupational program planning using the HOEPS. Four steps are described: creation of a list of occupations, refinement of the occupational list, analysis of occupational program need, and program design. The eight tasks are grouped under the four steps and are also described. Appendixes, amounting to over one-half of the guide, include (1) two chapters from the National Occupational Information Coordinating Committee's "OIS Handbook, Volume 2: Occupational Information Analysis" on quantitative analysis--issues and procedures and qualitative analysis--interpretation and explanation; (2) information on how to use the microcomputer delivery system MICRO-OIS/CIDS in the occupational planning process; and (3) tables. (YLB)

ED 267 227 CE 043 753

Develop Program Goals and Objectives. Second Edition. Module A-6 of Category A--Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-197-3
PUB DATE- 86
NOTE- 36p.; For related documents, see ED 262 292, CE 043 290, CE 043 551-555, CE 043 595, and CE 043 638-639.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Behavioral Objectives; Check Lists; *Competency Based Teacher Education; *Curriculum Development; Educational Objectives; Educational Planning; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; *Program Development; Records (Forms); *Vocational Education; Vocational Education Teachers

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with program planning, development, and evaluation. The three learning experiences included in the module deal with the rationale for and the concepts involved in developing vocational program goals and objectives, developing goals and objectives for a selected vocational program within a specified service area, and developing vocational program goals and objectives in an actual teaching situation. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

ED 267 256 CE 043 819

Bleyer, Dorothy R.; And Others

Technological Education in the United States: Present and Emerging Patterns.

PUB DATE- 20 Mar 86
NOTE- 36p.; Paper presented at a seminar at INNOTECH, the Southeast Asia Ministers of Educational Organization Regional Center (Quezon City, Philippines, March 20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Articulation (Education); Change Strategies; Delivery Systems; Economic Development; Educational Change; Educational Needs; *Educational Practices; *Educational Trends; Elementary Secondary Education; Financial Support; *Futures (of Society); Job Training; Linking Agents; Needs Assessment; Postsecondary Education; Program Improvement; Retraining; *School Role; *Technical Education; *Technological Advancement; Trend Analysis
IDENTIFIERS- *United States

The explosive technological advances of recent years have created a need to incorporate technical education into curricula at all levels from elementary through and including higher education. This in turn has led to the necessity of articulation among the various levels of technical education, including articulation between postsecondary institutions and higher education. Included among the current issues that are of particular importance for technical education in this country are strengthening the role of technical education in economic development, determining and developing the appropriate role of technical education in higher education in the United States, meeting the requirements for increased competency levels among technical education students, and funding the increased costs resulting from these increased requirements. Areas in which innovations can contribute to the success of technical education in meeting the need for a highly skilled work force in a technological society include (1) establishment of advisory committees to perform such functions as making curriculum recommendations, providing professional development opportunities for faculty and placement opportunities for students, arranging for equipment donations, and delivering guest lectures to students; (2) development of industrial/university linkages that address such areas as cooperative planning, curriculum evaluation, and instructional materials development; (3) use of part-time adjuncts/specialists; and (4) innovative delivery of courses through distance education. Three pages of references conclude the report. (MN)

ED 267 311 CG 018 891

Holroyd, Jean
Teaching Hypnosis to Psychiatry Residents and Psychology Interns.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; *Hypnosis; *Professional Training; *Psychotherapy; *Seminars
IDENTIFIERS- *Mental Health Workers

This is a description of a hypnosis training seminar taught at the University of California at Los Angeles to people with training and experience in psychotherapy who are licensed--or to be licensed--mental health professionals. The course described stresses the students' active participation as hypnotists and encourages a rapid transition from inducing hynosis in class to using hypnosis in treatment. A pretest for students is described, which is designed to disclose basic facts about hypnosis that students do not know. Administration of the Harvard Group Scale of Hypnosis is presented as a way to learn the limitations of group induction and to illustrate the differences in hypnotic responsibility. Other sessions are discussed which include material on inductions; pediatric applications; cancer treatment; smoking treatment; and psychotherapeutic approaches for multiple personality, amnesia, sexual dysfunctions, and character disorders. It is noted that students are required to read relevant materials and to administer one Stanford Scale. Class meetings are described as including lecture, practice, and discussion; and students are encouraged to use hypnosis with their patients. An Experience Project discussing the student's use of hypnosis is described as a seminar requirement. (ABL)

ED 267 384 CS 008 363

Fry, Edward
The Varied Uses of Readability Measurement.

PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Business; Content Analysis; Difficulty Level; Educational Research; Government Publications; Measurement Techniques; Publications; Publishing Industry; *Readability; *Readability Formulas; Reading Comprehension; Reading Materials; Records (Forms); Textbook Publication

Readability formulas have varied uses. In education they are used to match children's reading ability to the difficulty level of material, select stories and books for classroom use and for individual students' particular needs, select textbooks and other reading materials, aid educational research, and check reading materials of newly literate adults. In business, readability formulas are used by manufacturers concerned with safety, product liability, and proper use; by companies and banks concerned with the difficulty of their consumer publications; and by companies concerned with advertising effectiveness. Readability formulas are used in court cases, such as those involving Medicare and the readability of product labels. Governmental concerns with readability involve Plain Language Laws that affect consumer oriented contracts, federal government publications, military publications, and drivers license manuals. Readability formulas are also used heavily by the publishers of elementary and high school level textbooks, and by newspapers, resulting in the change of the readability level of front page stories from grade 16 to the present level of grade 11. In conclusion, readability has helped every literate person as well as those about to become literate. (EL)

ED 267 400 CS 209 544

Flower, Linda
Rhetorical Problem Solving: Cognition and Professional Writing.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-26
PUB DATE- Nov 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Higher Education; *Knowledge Level; *Metacognition; *Problem Solving; *Rhetoric; *Rhetorical Invention; Schemata (Cognition); Technical Writing; Writing Instruction; *Writing Processes
IDENTIFIERS- *Writing Strategies

The task of teaching writing to students in business, engineering, design, computer science, accounting, and other professional areas raises the question of what knowledge the writers call upon to create a rhetorically effective writing plan. Research suggests three plausible answers: their knowledge of schemata, the structure of their topic knowledge, and the constructive process of rhetorical problem solving. The knowledge that has the most visible effect on student performance is rhetorical problem solving. Designing rhetorically sophisticated courses in professional writing, then, requires that English instructors (1) recognize the different kinds of knowledge writers need, (2) teach for the significant tasks, and (3) teach from their special strength--rhetorical problem solving. Writers rise to rhetorical problem solving during at least three occasions: in exploring the rhetorical problem (especially at the outset), in creating a plan, and in reviewing and testing both plans and texts. The methods of exploration professional writers use are adapted to the task at hand or to a given discourse. In addition, they themselves may vary in the methods they use to explore a complex problem. The path from plan to text is a series of rhetorical decisions in which the writer's plan and purpose are instantiated in the choice of a top-level discourse topic which is in its turn elaborated by a series of related sentence topics. Testing the text simply means simulating the reader's comprehension process. To prepare for writing beyond the classroom, students need to work on realistic tasks, learn rhetorical strategies, and develop a meta-awareness of their own strategic processes. (HOD)

ED 267 445 CS 209 635

Van Dongen, Richard
"I Like the Long Name": Young Children Using Literate Language.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- May 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Child Development; *Child Language; Language Acquisition; *Language Processing; *Language Usage; *Learning Processes; Learning Strategies; Literacy; Narration; Personal Narratives; Reading Skills; Story Telling; Writing (Composition); Writing Processes; Writing Skills

The focus of this paper is on how children use print, or literate language, in school and how teachers can respond and work with children. Beginning with a literature review, the paper discusses language use and literate language development in young children, pointing out that children construct their experiences through using language, and that the uses of literate language are different from those of oral language. The paper then explores three areas--reading aloud/reading, children's narratives, and children's writing--and tells how aspects of language development, characteristics of literate language use, and literary development can be planned, observed, and recorded as they happen in classroom settings. (EL)

ED 267 460 CS 505 223

Programme Communication: A Handbook on Communication Strategy Development for Child Survival and Development Programmes. Handbooks in Communication and Training for CSDR No. 1.

United Nations Children's Fund, Bangkok (Thailand). East Asia and Pakistan Regional Office.

PUB DATE- Jan 85

NOTE- 51p.; Photographs may not reproduce clearly.

AVAILABLE FROM- PSC and Training Section, UNICEF/EAPRO, 19 Phra Atit Rd., Bangkok 10200, Thailand.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; Foreign Countries; Information Dissemination; Interpersonal Communication; *Organizational Communication; *Program Development; Speech Communication

IDENTIFIERS- *Unicef

Intended primarily for use by Unicef colleagues working in program communication and training, this handbook gives a general overview of the "building blocks" needed for putting together the communication component of a development program. To do this, the handbook uses as an illustrative example the development of a communication strategy for an expanded program of immunization. Following introductory material, the handbook deals with the identification of audiences to be reached in an expanded program of immunization, an analysis of the constraints on the participation of different audiences, the selection of appropriate media for different groups and different purposes, and the overall communication strategy development. The handbook concludes with a summary of the main points of the advocated communication program approach and a glossary of terms used. Accompanying the handbook are reference materials drawn from actual communication/training situations that can be used in further briefing and training exercises, including materials on program communication, key questions on developing a program communication strategy, indicative and communication matrixes, monitoring and evaluation, and slide shows. (EL)

ED 267 566 EC 182 087

Board, Mary Ann; And Others
A Guide for the Person with a Disability: Independent Living with Attendant Care.
Institute for Rehabilitation and Research, Houston, TX.
SPONS. AGENCY- Rehabilitation Services Administration (DHEW), Washington, D.C.
PUB DATE- 80
NOTE- 23p.; For related documents, see EC 182 085-086.
GRANT- 13P57889/6-02
AVAILABLE FROM- Institute for Rehabilitation and Research, 1333 Moursund Ave., Houston, TX 77030 ($3.50 each; $10.50 set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Attendants; Employment; Employment Interviews; *Home Health Aides; *Individual Power; *Personal Autonomy; *Severe Disabilities
IDENTIFIERS- *Attendant Care

The final manual of a series on attendant care for severely disabled persons is intended to help persons with a disability to hire and manage personal care attendants (PCAs). Models--private and shared systems--are reviewed, and advantages and disadvantages of each noted. Suggestions for interviewing and hiring PCAs include guidelines for advertising and areas for training PCAs. Character types of PCAs as well as of people with disabilities are listed and situations are described to analyze behaviors with possible consequences. The importance of adequate back-up systems is stressed. A concluding section considers ways to terminate one's PCA. A functional assessment form and a short list of resources conclude the document. (CL)

ED 267 582 FL 015 341

Kennedy, Chris
Language Planning, Channel Management, and ESP.
PUB DATE- Oct 86
NOTE- 30p.; Paper presented at the Language Planning Seminar (Edinburgh, Scotland, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Comparative Analysis; *English for Special Purposes; Foreign Countries; Higher Education; *Language Planning; *Marketing; Models; Program Effectiveness; *Program Implementation; Second Language Programs
IDENTIFIERS- Tunisia

Channel management, a concept developed in marketing to refer to the process by which a product is moved from production to consumption, uses a channel of distribution operating at several levels, each responsible for one or more of the activities of moving the product forward to the consumer. The function of channel management is to select the most efficient channel, taking into account the environment, product, and consumer characteristics. When language is seen as a product, the learner as a consumer, and the various levels of government and educational administration as elements of the channel, the approach can be applied to language planning, of which English for Specific Purposes (ESP) should be seen as an integral part. The number of institutions from production to consumption indicates the length of a channel. The longer the channel, the more likely the planning goals are to be distorted or modified, unless links between the levels are maintained and effective feedback procedures exist for movement of information between and within levels. Application of the concept is illustrated with descriptions and evaluations of ESP programs in Tunisia. (MSE)

ED 267 210 CE 043 729

Commercial Art: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 17p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; *Articulation (Education); Behavioral Objectives; *Commercial Art; *Course Content; Course Descriptions; Course Organization; Educational Needs; Educational Objectives; Educational Resources; Entry Workers; Graphic Arts; Job Skills; Job Training; Secondary Education; Skill Development; Student Organizations; Vocational Education
IDENTIFIERS- Vocational Industrial Clubs of America

This scope and sequence guide, developed for a commercial art vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, audiovisual aids, and reference books. This three-year commercial art course covers the following topics: basic drawing, lettering, layout, design, color and painting related to advertising art, principles of advertising, printing theory, and mechanicals. The program requires preparation of a portfolio, and provides students the opportunity to participate in Vocational Industrial Clubs of America (VICA) leadership training, and in local, state, and national skills competitions. (KC)

ED 267 242 CE 043 777

Jewell, Larry R.
Reading a Rule. Student Worksheets for Vocational Agricultural Courses .
North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 85
NOTE- 10p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematics Skills; *Measurement Equipment; *Measurement Techniques; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items; *Vocational Education; Weight (Mass)

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers measurement, provides practice in using rulers, tape measures, and scales. Practical applications include drawing a typical farm layout, making simple working drawings, and planning a plumbing job on a farmstead. (KC)

ED 267 284 CE 043 984

Martin, Les; Wells, Sherril

Feasibility Study, Regional Planning, and Initiation of a Regional Approach to Offering Vocational Technical Education in Douglas County. Joint and Cooperative Vocational Education Program. Final Report.

Douglas Education Service District, Roseburg, Oreg.; Umpqua Community Coll., Roseburg, OR.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- Sep 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); Community Colleges; High Schools; *Institutional Cooperation; *Program Attitudes; Program Development; *Regional Cooperation; *Regional Planning; Regional Programs; Shared Services; Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS- *Oregon (Douglas County); Shared Resources

A regional approach to offering vocational education in Douglas County, Oregon, had been discussed for many years. In 1984, a feasibility study was conducted to determine whether such a regional approach would be possible in the county and to establish vocational programs determined as high priority in the feasibility study. Through discussions with consultants, high school principals, and community college officials, and observation of programs in other states, the feasibility study was completed and the results reported in December, 1984. Some of the findings of the study are the following: (1) 15 miles is the maximum distance for students to travel to vocational classes; (2) students must be provided with transportation for maximum participation; (3) the use of the community college for instruction of junior and seniors is a highly feasible option; (4) the quality of instruction can be enhanced by sharing instructors among schools; (5) mobile vans are a feasible solution to the sharing of high-technology, high-cost equipment in specialized areas such as office equipment and electronics; (6) a mini-magnet skills center has great potential as a sharing system; and (7) changes must be made in current methods of providing vocational education in order to satisfy business and industry. Since the feasibility study indicated that regional vocational programs could become a reality in Douglas County, two pilot programs were set up and began to function. A north county program provided for the inclusion of word processing equipment and software at four high schools. In a south county program, hardware and software were purchased for an electronics class to be offered in 1985-86 at three high schools. Recommendations were made to continue studying and implementing shared regional vocational education programs in Douglas County. Appendices include the feasibility report, written by Burr Fancher in cooperation with the Oregon Alliance for Program Improvement and including survey instruments; and summaries of the north and south county proposals. (KC)

ED 267 340 CG 018 920

Hurlburt, Russell T.; Melancon, Susan M.

P-Type Factor Analyses of Individuals' Thought Sampling Data.

PUB DATE- Aug 85
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Style; Factor Analysis; *Individual Characteristics
IDENTIFIERS- Consciousness; *Consciousness Research; *Moods

Recently, interest in research measuring stream of consciousness or thought has increased. A study was conducted, based on a previous study by Hurlburt, Lech, and Saltman, in which subjects were randomly interrupted to rate their thoughts and moods on a Likert-type scale. Thought samples were collected from 27 subjects who carried random-tone generators continuously for 3 days as they moved through their routine daily environments. Subjects interrupted their ongoing activity to record their experiences of thought and mood each time they heard the sampling apparatus tone. Between 80 and 150 thought rating vectors with measurements on 42 cognition and mood variables were produced by each subject. The series of rating vectors were submitted to 27 P-type factor analyses and compared to factor patterns produced by groups in the earlier study. Six stable factors similar to the group results (Aggressive/Bad Mood, Pleasant/Sexual, Clear Thought, Daydreaming/Past Sexual, Duration, Self-Critical) appeared in at least 20 of the 27 P-type analyses, despite vast differences in the sample collection environmental conditions. These findings provide evidence that individuals produce factors similar to those produced by groups. This analysis illustrates the idiosyncratic thought characteristics of individuals that are the basis for generalized factor patterns. There are, of course, unique differences among individuals which reflect varied personalities. (Author/ABL)

Lavaroni, Chuck; And Others
Developing Local Model Curriculum Standards.
Marin County Office of Education, San Rafael, CA.
PUB DATE- Sep 85
NOTE- 64p.
AVAILABLE FROM- Publication Sales, Marin County Office of Education, 1111 Las Gallinas, P.O. Box 4925, San Rafael, CA 94913 ($5.00 prepaid or purchase order; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Behavioral Objectives; Course Objectives; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Instructional Design; School Districts; *Student Evaluation; Teacher Evaluation
IDENTIFIERS- California

The California Education Code requires school boards to "establish standards of expected pupil achievement at each grade level in each area of study" and to consider student progress when evaluating teachers. The guidelines in this document have been prepared to help superintendents, principals, and teachers take steps to meet these requirements by (1) choosing curriculum objectives that will define appropriate standards; (2) determining the level of student achievement required to meet the standards; (3) establishing assessment procedures for measuring student progress; (4) aligning the instructional program with the curriculum objectives; and (5) developing procedures for providing support and enrichment activities to enhance student achievement. The document first examines the relationships among goals, standards, objectives, and the curriculum, and reviews the district's role in establishing the curriculum. The second section of the guide discusses the characteristics of curriculum objectives, and the third section examines performance standards. The fourth section of the guide reviews measurement procedures, including the use of custom-made tests. The fifth section relates the standards to the instructional program and the sixth reviews policies and procedures associated with using standards. Appendixes provide sample forms, checklists, and worksheets designed to help districts implement the concepts covered. (PGD)

ED 267 517 EA 018 345

Mueller, Ernest H.
The Oak Park Plan: The Fourth "R" (Rescheduling).
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Dallas, TX, March 8-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; Classroom Techniques; Class Size; *Educational Strategies; Elementary Education; Individual Instruction; Integrated Activities; Mainstreaming; Principals; Remedial Instruction; Resource Teachers; *Scheduling; *School Personnel; Special Education; *Staff Development; *Student Placement
IDENTIFIERS- Oak Park School District IL

The Oak Park Plan, implemented in the Oak Park (Illinois) School District, was a 2-year (1983-85) project designed to correct four perceived problems: (1) low achievement levels in math for 40 percent of the students; (2) ineffective remedial instruction; (3) declining enrollment requiring an adjustment in personnel resources and service levels; and (4) a changing population requiring an adjustment in expectations and instructional methods. The Fourth "R" (Rescheduling) program restructured the use of existing personnel to reduce class size. The focus of remediation was altered to focus on continuous progress based on appropriate knowledge levels, pace of instruction, and enhanced expectations. The classroom teacher was reinstated as the person responsible for core academic instruction; pullouts and other interferences to core instructional time were eliminated. The changes were all made at no cost or minimal cost, and two independent researchers verified the effectiveness of the plan. Ongoing opportunities for staff development and the efforts of the principals and directors of instruction to improve teacher effectiveness are important for continued success of the Oak Park Plan. Fifteen references are attached. (GJ)

ED 267 533

EC 182 053

Langlois, Aimee
A Parent Training Program for Language Impaired Children.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Language Acquisition; *Language Handicaps; *Parent Education; *Parent Role

A parent training program used at the Humboldt State University Speech and Hearing Center helps parents of language impaired children learn to incorporate language facilitation techniques into their daily interaction with their children. The approach used is the INREAL model which was designed to improve the language and related learning skills of 3- to 5-year-old children in a naturalistic, non-stigmatizing way. Techniques used include mirroring, self-talk, parallel talk, verbal monitoring and reflecting, expansion, and modeling. Training features videotapes and audiotapes and clinician-parent feedback. The training program sequence for assessment and planning is outlined and eight phases of the training program procedures are briefly described. (CL)

ED 267 196 CE 043 715

Child Care and Guidance: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 24p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Child Caregivers; *Child Care Occupations; *Child Development; Classroom Techniques; Competency Based Education; Course Content; Evaluation Criteria; Guidance; Guidance Objectives; Home Economics Skills; Job Search Methods; Learning Activities; *Occupational Home Economics; *Preschool Education; Preschool Teachers; Secondary Education; Special Education; Student Evaluation; Student Organizations; Teacher Responsibility; Teaching Methods
IDENTIFIERS- Special Needs Students

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 3-year program in child care and guidance. The guide consists of a course description; general course objectives; course content outlines for each of the three years of the child care and guidance program; and list of recommended textbooks and related instructional materials, curriculum guides, periodicals, activity booklets, and audiovisual materials. Topics covered in the outlines for each of the three years of the course are as follows: (1) understanding job opportunities and requirements in the child care profession, encouraging the different developmental areas of preschool children, providing preschoolers with a wholesome environment, guiding children's behavior, developing laboratory techniques and skills for working with preschoolers, and finding a job; (2) securing and keeping a job, understanding responsibilities for children's welfare, guiding children, developing creative activities for preschoolers, and working with children who have special needs; and (3) participating in student organizations and on-the job training to prepare students for employment in the child care profession, developing program models, learning what resources are available and how to use them, and working with children who have special needs. (MN)

ED 267 271 CE 043 916

Walters, Norma J.
Occupational Competency Profile for Health Occupations Education Program: Health Agency Assessment. Information Series: Report No. 10.
Auburn Univ., Ala. Center for Vocational and Adult Education.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
PUB DATE- Apr 84
NOTE- 39p.; For a related document, see CE 043 918.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Allied Health Personnel; Checklists; *Community Organizations; Educational Needs; *Health Facilities; Health Personnel; Hospital Personnel; *Hospitals; Job Analysis; *Job Skills; Needs Assessment; Nonprofessional Personnel; Paraprofessional Personnel; Postsecondary Education; Professional Occupations

This assessment instrument is intended to provide health occupations teachers and state departments of education with information needed to revise and improve the curriculum used in training prospective health occupations teachers and in updating certification requirements for practicing health care professionals. The profile lists the competencies required of persons working at the following sites: hospital departments (business office, blood bank, cardiopulmonary services, emergency room, medical laboratory, medical records, nursery, nursing care services, operating room, pharmacy, physical therapy, radiology, respiratory therpy, and unit coordination); other health agencies (dental office, family practitioner, mental health/mental retardation center, public health department's well-baby clinic and medic aid screening, and veterinary clinic); and community organizations (American Cancer Society, American Lung Association, American Dental Health Bureau, American Heart Association, American Lung Association, American Red Cross, Health Fair, Lions Club, and Scoliosis Research Society). The assessment instrument allows course developers to record whether employees at the agency being observed are permitted to perform, assist in, observe, or not observe the individual competencies listed for that type of agency. (MN)

ED 267 312 CG 018 892

Wheeler-Roy, Susan

Leadership Training for Women.

PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Conflict Resolution; *Females; Higher Education; *Leadership; Leadership Styles; *Leadership Training; Problem Solving; *Reentry Students; Self Esteem; Skill Development

This paper contends that women are underrepresented in leadership positions and that women have been socialized not to take risks, not to be assertive, and not to be overtly influential in their personal world. A training program is described which attempts to counteract this socialization for undergraduate women. The six components of the program are presented: (1) the self-esteem phase which includes exercises designed to stimulate students' thinking about leadership; (2) the leadership styles phase which includes self-assessment on leadership skills; (3) the problem solving phase which encourages students to articulate a goal and the means to attain it; (4) the group management phase which develops a model of an effectively functioning group; (5) the conflict management phase which discusses positive conflict resolution; and (6) the public presentation of self segment wich teaches participants to write a speech and to understand an audience. Participants are described as being excited by the knowledge that leadership skills are diverse and can be learned. It is noted that the class has been offered separately to traditional undergraduate women and to reentry women students. (ABL)

ED 267 326 CG 018 906

Penrose, David
Reciprocity Family Counseling: A Multi-Ethnic Model.
PUB DATE- 23 Apr 86
NOTE- 43p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986)..
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Modification; Children; *Counseling Techniques; *Family Counseling; *Family Problems; *Parent Child Relationship; Parents

The Reciprocity Family Counseling Method involves learning principles of behavior modification including selective reinforcement, behavioral contracting, self-correction, and over-correction. Selective reinforcement refers to the recognition and modification of parent/child responses and reinforcers. Parents and children are asked to identify behaviors which are positive or problematic, with the objective being to modify specific behaviors. Behavioral contracting is the writing of agreements concerning modifications of negative behavior to positive behavior. Self-correction involves the misbehaving individual correcting his own behavior. Over-correction is behavior change with behavior directed toward restoring lost trust and hurt feelings. Sessions last 90 minutes once a week for 4 weeks with follow-ups at 30, 90, and 180 days. Measurement instruments used are the Family Problem Checklist and the Satisfaction Scale, each with forms for parents and children. The Family Problem Checklist includes sections on communication, friends and activities, chores, school, appearance, money, curfew, and conduct and privileges. The Satisfaction Scale rates satisfaction with communication, friends and activities, curfew, privileges, home conduct and rules, home and recreational privileges, health and appearance, money, household chores, school, happiness, following agreements, discussing assigned areas, and making new agreements. The instruments are included. (ABL)

ED 267 370 CS 008 258

Hansler, Donald D.
An Evaluation of the Effectiveness of the Cognition Enhancement Technique for Teaching a Selected Group of Cognitive Skills. A Research Project Conducted during the 1984-85 School Year.
PUB DATE- Nov 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 5; *Inquiry; Intermediate Grades; Problem Solving; Questioning Techniques; *Reading Comprehension; *Reading Research; Skill Development; Study Skills; *Teaching Methods; Test Validity
IDENTIFIERS- *Cognition Enhancement

"Inquiry Training," a teaching technique promoted during the 1960s, involves students gathering information about a discrepant event or puzzling situation, and formulating theories to explain the event. Continuing the work of two studies into the efficacy of Inquiry Training (subsequently renamed Cognition Enhancement), a more refined third study was conducted to determine whether Forms 2 and 3 of the Test of Cognition Enhancement Skills are equivalent; whether students' test scores would reach a plateau within 16 cognition enhancement instructional sessions, and whether students receiving cognition enhancement instruction would score significantly higher on the Test of Cognition Enhancement Skills than would control students receiving no such instruction. Students in grade 5 completed Forms 2 and 3 of the Test of Cognition Enhancement Skills, each item of which measures one of 18 cognition enhancement skills. The results indicated the following: (1) students with higher basic ability scored better on both the pretest and the posttest that did students with lower basic ability, (2) Forms 2 and 3 of the test were shown to be equivalent (3) multiple exposure to a specific form of the test resulted in slightly elevated test scores, (4) students who participated in 16 cognition enhancement sessions scored significantly higher than did control students, and (5) student growth in the cognition enhancement program did not reach a plateau during the 16 sessions. (Study data, subsets of cognition enhancement skills, schedules for cognition enhancement instruction, and Forms 2 and 3 of the Test of Cognition Enhancement are appended.) (HTH)

ED 267 416 CS 209 600

Integrating Language Arts. Minimum Standards Leadership Series.
Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PUB DATE- Dec 85
NOTE- 129p.
AVAILABLE FROM- Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front St., Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; *Curriculum Development; Drama; *Educational Research; Elementary Secondary Education; *English Curriculum; English Instruction; *Language Arts; Listening Skills; Literature Appreciation; Reading Skills; Speech Communication; Speech Curriculum; Spelling Instruction; Television Viewing; Writing (Composition); Writing Skills

Intended as a tool for bringing instruction and research together for curriculum directors, supervisors, administrators, and classroom teachers, this document reports recent English language arts research that will affect curriculum development and instructional patterns. The chapters discuss the following topics: (1) organization and staff development for an integrated English language arts program; (2) an integrated reading/literature program; (3) composition instruction, including spelling and handwriting; (4) listening and speaking skills; (5) visual literacy; (6) drama/theater in the English language arts; and (6) computers and word processors. Appendixes include the National Council of Teachers of English (NCTE) statement on the essentials of English, the NCTE standards for basic writing skills, a speech and language development chart, and the Speech Communication Association standards for effective oral communications programs. A nine-page bibliography is also included. (EL)

Peterson, Susan L.
Historical Developments of Language Arts Materials in American Schools.
PUB DATE- 30 Jan 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Educational Practices; Elementary Education; Handwriting; *Instructional Materials; Language Arts; *Reading Instruction; Technological Advancement; Textbooks; *United States History; Writing (Composition); *Writing Instruction
IDENTIFIERS- McGuffey Readers; *Writing Implements

Geography, wealth and density of populations, prevailing religious beliefs, and educational systems all influenced the evolution of educational tools and methods of instruction in the United States. Due to the practical nature of the early settlers, writing was taught earlier in America than in England, using quill pens and handmade rag pulp paper, and sometimes parchment or vellum made from animal skins. After the American Revolution, paper was made using a mechanical process, but it remained scarce, expensive, and of poor quality. Some students owned slates, but these were not in wide use until the 19th century. It was not until after the 1850s that manufacture of pulpwood paper became a major industry. Engraved copy slips and steel pens, which were in general use by the end of the 19th century, revolutionized writing instruction. Perfected in 1760, the pencil was also in general use by the early 19th century. The hornbook, usually a wooden paddle with the alphabet and the Lord's Prayer printed on paper protected by a transparent layer horn, was the early American child's first textbook. This was followed by a primer such as "The New England Primer," the first American schoolbook. After the introduction in 1836 of the McGuffey reader, which embodied important themes of Christianity and citizenship, few primers survived. This evolution of these instructional materials points out that the present day classroom is not an "invention" but a development centuries in the making. (HTH)

ED 267 446 CS 209 636

Smith, David L.
Controversial Texts and Public Education.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Freedom of Speech; Intellectual Freedom; *Literary Criticism; Literary Devices; *Literature Appreciation; *Moral Issues; *Moral Values; Reader Response

Because public schools are designed to serve the widest range of interests and are committed to the ideal of democracy, teachers cannot afford to avoid teaching works or presenting ideas that offend some members of communities. Students need to learn the value of controversy and of the challenges posed by a text. Richard Wright's "Native Son" and Mark Twain's "Huckleberry Finn" are valuable novels because of the problems they pose and because they are complicated and subtle texts raising troubling issues. Six skills must be applied to understand these novels: the ability (1) to recognize irony and satire; (2) to relate a text to its historical context; (3) to analyze an argument; (4) to recognize specific rhetorical strategies within a work; (5) to analyze metaphors, symbols, and other literary tropes; and (6) to analyze point of view in a narrative. Study of such literary works helps students learn to think critically, read attentively and perceptively, and make their own judgments regarding which texts best serve their interests. The teacher's main responsibility in teaching controversial texts is to help students understand what makes texts controversial and how to reach their own conclusions. (EL)

ED 267 476 CS 505 245

O'Keefe, Virginia P.
Affecting Critical Thinking through Speech.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 52p.; TRIP: Theory & Research into Practice.
CONTRACT- 400-83-0025
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($6.00 member, $6.50 nonmember, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Abstract Reasoning; *Critical Thinking; *Learning Activities; *Logical Thinking; Secondary Education; *Speech Communication
IDENTIFIERS- *Thinking Skills

Intended for teachers, this booklet shows how spoken language can affect student thinking and presents strategies for teaching critical thinking skills. The first section discusses the theoretical and research bases for promoting critical thinking through speech, defines critical thinking, explores critical thinking as abstract thinking, and tells how speech activities such as drama and discussion promote abstract thinking. The second section explains the structure and dynamics of small-group discussion, explores three specific thinking skills (reasoning, predicting, and projecting), and describes exercises designed to develop each skill. (EL)

ED 267 504 EA 018 302

Duckworth, Kenneth; De Bevoise, Wynn
Student Engagement and Skill Development in Writing at the Secondary Level. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 38p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($2.50 prepaid; quantity discounts; postage will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Motivation; Peer Evaluation; Prewriting; Secondary Education; *Teacher Influence; Writing Difficulties; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Intrinsic Motivation; Self Management

Subjective engagement and cognitive skills are important for various aspects of writing skills. For the work of writing to be efficient, the student must be able to function in both a rhetorical and productive situation, defined in terms of subject, function, and audience. The processes of writing--defined as planning, translating, and reviewing and revising--require that the student readers in the classroom, the school, and the wider society. Three pages of references conclude the report. (GJ)

Johnson, T. Page

The Principal's Guide to the Educational Rights of Handicapped Students.

National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-179-X
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- National Association of Secondary School Principals, P.O. Box 3250, Reston, VA 22091 ($6.00 plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Court Litigation; *Disabilities; *Due Process; Elementary Secondary Education; *Equal Education; *Federal Legislation
IDENTIFIERS- *Education for All Handicapped Children Act; *Rehabilitation Act 1973

Intended especially for principals and other administrators at the local school level, the monograph examines implications of P.L. 94-142, The Education For All Handicapped Children Act and Section 504 of the Rehabilitation Act of 1973. Chapter 1 presents the background of the federal legislation, reviewing primary cases of "Brown v. Board of Education" and the "PARC" and "Mills" cases which addressed isssues of equal educational opportunity and equal protection for handicapped students. A chapter on Congress and the education of handicapped children discusses implications of P.L. 94-142 and Section 504. The final two chapters cover two basic rights: the right to a free appropriate public education (private school placement, least restrictive environment, related services, graduation competency tests, extended school year), and the right to due process (record examination, prior notice, complaints, hearings, discipline, judicial review, damages, and attorney's fees). (CL)

ED 267 182 CE 043 692

The Evolving Role of the Secretary in the Information Age.

Professional Secretaries International, Kansas City, MO.

PUB DATE- 83

NOTE- 18p.; Survey conducted by C.A. Pesko Associates, Inc. and sponsored by Minolta Corporation's Business Equipment Division.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Automation; Career Choice; Demography; Employer Attitudes; Employment Patterns; *Employment Practices; Employment Qualifications; Equipment Utilization; Futures (of Society); Income; Information Processing; Job Performance; *Job Satisfaction; Job Skills; National Surveys; *Office Machines; *Secretaries; *Technological Advancement; Work Attitudes

A study examined the changing role of the secretary in today's office. More than 3,000 secretaries throughout the country and 100 executives with whom they work were surveyed concerning their attitudes toward automation, use of automated office equipment, career goals, job satisfaction and responsibilities, and involvement in selecting office equipment and supplies. Of the responding secretaries under the age of 30, only one-third were sure they want to be secretaries. More than half were dissatisfied with their opportunities for advancement, and 40 percent felt overqualified for their jobs. One-third of the secretaries have looked for another job recently, and 86 percent indicated that higher salaries would make the secretarial career more appealing. Half the secretaries are consulted about office equipment needs, and even more are involved in selecting office supplies. One-third of the secretaries and executives stated that secretaries should be more involved in evaluating and selecting office equipment. Problems with equipment reliability and service top the list of vendor-related complaints, and filing was the task most disliked by secretaries. (MN)

ED 267 228 CE 043 754

Bordieri, James E.
Employment Alternatives for Workers with Disabilities: An International Perspective. Research Report.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 86
NOTE- 39p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Affirmative Action; Comparative Analysis; Delivery Systems; *Disabilities; Educational Practices; Employment Opportunities; *Employment Practices; Federal Aid; Financial Support; Foreign Countries; Global Approach; Government Role; Grants; Mainstreaming; Personnel Integration; Policy Formation;

*Public Policy; Rehabilitation Counseling; Rehabilitation Programs; *Sheltered Workshops; State of the Art Reviews; Tax Credits; *Vocational Rehabilitation

The employment alternatives available to disabled workers in various countries throughout the world were compared. Using a six-level model in which level 1 designated no employment and level 6 indicated competitive employment with no accommodation or shelter, the researchers examined the following employment practices: competitive employment (involving quota systems, government grants and tax credits to employers, and/or government subsidies); fully integrated employment (including supported employment and affirmative action); semi-integrated employment; and segregated employment. The use and relative effectiveness of each of these strategies both in the United States and abroad were compared. It was concluded that despite the well-documented failure of sheltered workshops in helping disabled workers become "job ready," they have been widely used in the United States as transitional places of employment. A more effective strategy would be to structure sheltered workshops to provide permanent employment for disabled workers so that these workers could be engaged in meaningful employment, interact with nondisabled co-workers, earn competitive wages, and receive fringe benefits equivalent to those in private industry. Significant national policy changes would be required if competitive and fully integrated employment for disabled workers were promoted through a quota-levy system, government grants and wage subsidies, and supported work programs. Five pages of references conclude the report. (MN)

ED 267 243 CE 043 778

Jewell, Larry R.

The Metric System. Student Worksheets for Vocational Agricultural Courses .

North Carolina State Univ., Raleigh. Dept. of Occupational Education.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 85
NOTE- 8p.; Product of a Project: "Mathematics Competencies Needed in Selected Vocational Agriculture Program Courses." For related documents, see CE 043 771-780.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Computation; High Schools; Learning Activities; Learning Modules; *Mathematical Applications; Mathematics Skills; Measurement; *Metric System; Problem Sets; *Problem Solving; Secondary School Mathematics; Test Items;

*Vocational Education

This learning module provides students with practice in applying mathematical operations to vocational agriculture. The module consists of unit objectives, definitions, information, problems to solve, worksheets suitable for various levels of vocational agriculture instruction, and answer keys for the problems and worksheets. This module, which covers the metric system, provides practice in using the metric system to solve common farm applications, such as mixing and pouring concrete and converting English to metric measurements. (KC)

ED 267 298 CE 044 034

Walters, Norma J.

The Definitions, Purposes, and Objectives of Federal Funded Vocational Education through the Various Vocational Acts 1917-1976.

Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE- 86
NOTE- 34p.; For related documents, see CE 044 033-038.
AVAILABLE FROM- Center for Vocational and Adult Education, Auburn University, Auburn, AL 36849.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Development; *Educational History; *Educational Legislation; *Federal Aid; *Federal Legislation; Postsecondary Education; Secondary Education; *Vocational Education

This monograph sets forth the objectives and outlines the provisions of vocational acts (1917-1976) that provided for federally funded vocational education. An overview of the Smith-Hughes Act (1917) also considers changes made in vocational education after the act and amendments to the act. Other sections offer summaries of these acts: the George-Reed Act (1929) and resultant changes; the George Ellzey Act (1934) and resultant changes; the George-Deen Act (1936) and resultant changes; the George Barden Act (1946) and amendments, including Title I--Fishery Training Act, Title II--Health Amendments Acts of 1956, and Title III--National Defense Education Act; related acts passed to support vocational educaiton (Area Redevelopment Act and Manpower Development and Training Act); the Vocational Education Act (1963) and other changes; and amendments to the Smith-Hughes and George Barden Acts. The overview of the Vocational Education Amendments of 1968 outlines provisions of Title I--Amendments, Title II--Training of Vocational Education Personnel, and Title III--Miscellaneous Provisions. A summary of the Vocational Education Amendments of 1972 precedes the description of the Educational Amendments of 1976, specifically Title II--Vocational Education. National priority programs, categories for funding, and authorizations are outlined. (YLB)

ED 267 356 CG 018 937

Atkinson, Ann; Geller, William W.

Colleague Observation: A Professional Development Workshop.

PUB DATE- 83
NOTE- 14p.; Observation checklist appended may not reproduce legibly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employees; *Job Performance; *Observation; Performance Factors; *Personnel Evaluation; *Staff Development; Supervision; Supervisors; *Supervisory Methods; Supervisory Training

Supervisors who evaluate staff members' performances often do not have first hand information concerning those performances. Consequently, the staff member is sometimes not aware of what caused a person's success or failure. In order to give constructive feedback to an employee, a supervisor or another colleague could observe the staff member at meetings, in group counseling sessions, or in advising sessions. The goal of such observations would be to help staff improve listening, speaking, questioning, interpersonal, and organizational skills. Observation has been previously used in faculty development. This process can be adapted for professional staff by using voluntary participation by staff who, after training, would become consultants for each other. In a sample process, an observer takes non-evaluative notes on a meeting which include content, process, questions asked, responses from staff, and who talked. Follow-up discussions between observer and observed are then held. Observer consultants could be training during a workshop which explains the qualities of an effective worker, defines the helping relationship, and teaches observation techniques. (ABL)

ED 267 385 CS 008 364

Fry, Edward
A Second Look at the Validity of Readability.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Difficulty Level; *Readability; *Readability Formulas; Reading Comprehension; *Validity

Even though readability formulas are being used more widely than ever before in schools, libraries, businesses, newspapers, and government, there are critics who argue against their use. Criticism includes blaming the formulas for the "dumbing down" of textbooks, for being poor writers' guides, and for not taking into account the background or motivation of the writer. However, there is much evidence that readability formulas are valid. They will predict (are correlated with) comprehension using traditional multiple choice questions, comprehension using cloze passages, oral reading errors, readership, subvocalization, eye voice span, functional chaining, and controlled subjective judgment. Other reasons for the dislike of readability formulas may include the wish for something to blame about the way textbooks are written, the fear that they stifle creative writing, their objectivity, or the discovery of other factors that bear on reading difficulty. Despite the criticism, research on readability formulas suggests that they are doing what they are supposed to do and have helped millions of people in many nations who, as a result of these formulas, have more suitable textbooks, consumer contracts, and newspapers. A short list of references concludes the document. (EL)

ED 267 461 CS 505 224

Stewart, Robert
How Deviant Listening Perceptions Can Improve the Practice and Teaching of Acting.
PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the International Listening Association (7th, San Diego, CA, March 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acting; *Characterization; *Drama; *Dramatics; Higher Education; *Listening Skills; Perception; Performance Factors; Readers Theater; Speech Communication; Theater Arts; Theaters; *Training Methods

Repetition in vocal characterizations and deviant listening perceptions are two major weaknesses of American acting. That is, voices and diction usually sound the same in everything the actors do, but no one perceives it. One reason listening is so deficient is because of the uninformed or incorrect concepts of those who practice or teach acting. Another shortcoming of American acting is the lack of methodology available for directing or acting in foreign plays in English translation. These shortcomings pertain not only to the academic and professional worlds and those in-between, but to the critical realm as well, such as poorly qualified drama critics. The kind of acting performances that should occur result from good character study. One way performers can avoid repetition and straight acting is to read their lines into a cassette: once as they speak normally, the second time as the unique character of the script. Each playback should sound different. Another approach is for performers to receive training in portraying characters with dialects and/or foreign accents. When performers read a part calling for an accent or dialect and handle it deftly, it helps them not only to get inside the character, but also to seem different. Repetition and sameness should not be treated as being normal and proper, instead they should be viewed as aberrant and corrected. (HOD)

ED 267 534 EC 182 054

Weiss, Amy L.; Gray, Cynthia A.
Comprehension in Young, Language-Impaired Children: How Mothers (and Others) Help.

PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Comprehension; *Downs Syndrome; *Interaction; Mothers; *Parent Child Relationship; Young Children

Three Downs Syndrome children (1 to 4 years old) and their mothers and four graduate student clinicians participated in a study of adult-child interaction and child comprehension. Mothers were asked to assess their child's comprehension in informal preliminary interviews, children were tested for early-developing linguistic comprehension, and both the mothers and their children and the students and the children were videotaped in a series of 10-minute play sessions. After each play session the students were asked to judge the children's comprehension. Videotapes were analyzed regarding verbal requests, gestures and child-adult interaction. Results were compared with an earlier study, and similarities were found in the number of requests made by the adult samples and in the strategies for facilitating compliance. However, compliance rate was markedly different. Both students and mothers were generally accurate in their estimates of the children's comprehension competencies. Findings suggested the importance of pause time in predicting whether children would eventually comply with the requests. (CL)

ED 267 567 EC 182 088

Ehrlich, Virginia Z.
Current Achievement and Reactions of Secondary School Students to Their Experiences in an Early Childhood Program for the Intellectually Gifted: A Longitudinal Study of the Astor Program.

PUB DATE- Nov 85
NOTE- 34p.; Paper presented at the Annual Convention of the National Association for Gifted Children (32nd, Denver, CO, November 2-8, 1985).
AVAILABLE FROM- Virginia Z. Ehrlich, Box 223, Teachers College, Columbia University, New York, NY 10027 ($10.00 for full report, prepayment required).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Early Childhood Education; Followup Studies; *Gifted; Models; Program Effectiveness; Special Classes; Student Attitudes

Followup of 129 students who had been in an early childhood program for gifted students was carried out via analysis of achievement test data in vocabulary, reading, comprehension, total reading, and total mathematics. Data were obtained for three groups of students exposed to varying periods of time in the program. Findings indicated that students who had been part of the program during their prekindergarten/primary years, on the whole, retained or exceeded their high level of achievement in later years. Analysis of student ratings of the program produced generally positive reactions and revealed that the students acquired a love of learning and reading which has increased with time. Asked about specific topics they had studied while in the program, students in the program from pre-K to grade 3 recalled significantly more topics than those who joined them after grade 3. (CL)

ED 267 583 FL 015 397

Kennedy, Chris

Teacher as Researcher and Evaluator--One Suggested Solution to Some Recurrent Problems in ELT and ESP.

PUB DATE- Sep 85

NOTE- 16p.; Revised version of a paper presented at the National ESP Conference (Vitoria, Brazil, 1982). Document contains some pages of broken type and small type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; Decision Making; *Educational Planning; Educational Research; *English for Special Purposes; Interdisciplinary Approach; Language Research; Material Development; Power Structure; Research Needs; Second Language Instruction; *Teacher Role

The educational system should create conditions in which the teacher undertakes research in the classroom and then shares results which will be used in improving teaching and for teacher self-renewal. The advantages are that: (1) the teacher becomes more knowledgeable about a situation, more able to defend his or her pedagogic actions, and perhaps more influential in higher level decision making; and (2) the connection between pure and applied research is strengthened. In English for special purposes, useful teacher research could focus on the interaction between teacher, student, and materials. Research undertaken in this context could prove to be more useful in the classroom than pure research undertaken without teacher involvement. (MSE)

ED 267 211 CE 043 730

Commercial Foods: Scope and Sequence.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- 84

NOTE- 23p.; For related documents, see CE 043 708-742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); Behavioral Objectives; *Course Content; Course Descriptions; Course Organization; Educational Needs; *Educational Objectives; Educational Resources; Entry Workers; *Food Service; *Foods Instruction; Job Skills; Job Training; Secondary Education; Skill Development; Student Organizations; Vocational Education
IDENTIFIERS- Vocational Industrial Clubs of America

This scope and sequence guide, developed for a commercial food service vocational education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It was developed as a result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. The guide contains an introduction, course description, general course objectives, course content (with specific objectives) in outline format, and a list of resource materials, such as textbooks, curriculum guides, and audiovisual aids. This three-year course provides a natural progression of both theory and "hands-on" experiences including preparing and serving meals, selling of bakery goods, and other types of food service. The course includes buffet, counter, cafeteria, table, formal, and informal food service, and use of modern commercial food equipment. The course provides students the opportunity to participate in Vocational Industrial Clubs of America (VICA) leadership training, and in local, state, and national skills competitions. (KC)

ED 267 257 CE 043 820

Sewall, Timothy J.

Nontraditionals in a Traditional Setting: Why Older Adults Return to College.

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Adult Students; Age Differences; *College Students; Educational Research; *Enrollment Influences; Higher Education; *Nontraditional Students; *Student Characteristics

An investigation of the circumstances that lead to older adults enrolling in traditional college or university degree programs involved a secondary analysis of data collected as part of a larger study conducted in Fall 1981. The analysis was limited to degree-seeking students at least 35 years of age. Nearly three-fourths of the survey respondents were between 25 and 34 years of age. After age 35, women were much more likely to enroll in a college degree program than were men. Most attended school part-time and had attended a college or technical school prior to their current period of enrollment. Family and job responsibilities were the most frequently cited reasons for delaying the completion of a degree. The reasons for delaying college work varied with age. A significant majority returned to college to improve their job and career opportunities. Adults in the 35 or older category were less likely than the younger adult students to cite "develop a new career" as a goal. While events that trigger an adult to enroll in degree programs were very diverse, circumstances related to job or family account for a significant majority of the reasons cited for returning to school. (YLB)

ED 267 341 CG 018 921

Turban, Daniel B.; Jones, Allan P.
Influences of Leader-Subordinate Similarity on Performance and Pay Decisions.

PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Congruence (Psychology); *Employee Attitudes; *Employer Employee Relationship; Job Performance; *Job Satisfaction; Merit Pay; *Personnel Evaluation; Role Models; *Supervisors; Work Attitudes
IDENTIFIERS- *Similarity Ratings

The similarity between supervisors and subordinates has been shown to influence the attitudes and behavior of both. This study examines three perspectives of similarity: (1) accuracy of perceived instrumentalities; (2) actual and perceived personal similarity of background perspective; and (3) person-environment fit. These perspectives were examined for their influence on employee satisfaction and performance, and supervisor decisions about employee merit pay awards. Subjects included 155 dyads of subordinates and supervisors who were health care support personnel. Accuracy was measured by supervisors and subordinates rating the degree to which 10 areas of employee behavior were related to a high performance rating. Person-environment fit was measured comparing the responses. The results suggest that the most influential effect on performance was perceived likeness. Perceived similarity was related to higher satisfaction and performance ratings. Perceived similarity may reflect a motivational factor in which subordinates imitate the supervisor as a role model. (ABL)

ED 267 401 CS 209 565

Lang, Frederick K.

Developmental Writing and the Efficacy of Joyce.

PUB DATE- 9 Apr 84
NOTE- 29p.; Paper presented at the Conference on Developmental Education, "Crisis in American Schooling? Implications for Theory and Practice in Developmental Education" (3rd, Brooklyn, NY, April 9, 1984).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Basic Skills; *Cohesion (Written Composition); Higher Education; Paragraph Composition; *Prewriting; Revision (Written Composition); *Sentence Structure; Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Developmental Writing; *Joyce (James)

James Joyce's use of interior monologue (the interior self of the character is given directly, as though the reader were overhearing an articulation of the stream of thought and feeling flowing through the character's mind) can help basic writers in developmental classes. Students can be given excerpts from Joyce and asked to turn the sentence fragments, the stuff of Joyce's interior monologue, into sentences. In addition, students can rearrange the sentences they thus form into coherent paragraphs. Students are thus revising, which is a creative process, and not simply editing, which is a mechanical chore. Students can also write their own fragments and run-ons, in the style of Joyce's monologues, as a prewriting activity. Later, Joyce's interior monologues can be used to demonstrate the rationale for, and the inevitability of, grammatical form and syntactical control. One of the most famous of the narrative elements in "Ulysses" is the list. Emerging in "Cyclops" and in "Circe" are amusing, often bizarre lists, which, presented piecemeal, function most effectively as stimuli in exercises for formulating generalizations. Joyce, then, as a course in prewriting, teaches developing writers how to generate material and get words and phrases on the page in raw form. (HOD)

ED 267 518 EA 018 346

Schneider, Gail Thierbach
Problems, Perplexities, and Politics of Program Evaluation.

PUB DATE- Oct 85
NOTE- 15p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Kansas City, MO, October 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict Resolution; Decision Making; Elementary Secondary Education; *Evaluators; Formative Evaluation; Parent Participation; *Political Influences; Political Issues; *Program Evaluation; Program Improvement; Summative Evaluation; Unions
IDENTIFIERS- Evaluation Problems; Professionalism

All educational evaluations share common problems, perplexities, and political considerations. Logistic problems include incomplete definition of purpose, unclear timelines and personnel allocations, inadequate support services, and the lack of a program plan. Interpersonal dynamics and conflicts plus unwieldy committee structures are perplexities that add to the evaluation controversy. Related political aspects include the conflict between professional work ethics and actual work behavior; obstacles provided by union control; the selection of the evaluator or committee chairperson; short-term responses to political pressures; and the evaluation presentation format and forum. A need exists for establishing a firm structure and outline before beginning an educational program evaluation. Nine recommendations are provided as guides for that process. (GJ)

ED 267 550 EC 182 070

Ritter, Patricia S.; Fokes, Joann
Applying Play to Therapy.
PUB DATE- Nov 85
NOTE- 44p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Language Acquisition; *Language Handicaps; Play; *Play Therapy

The objectives of this paper are (1) to present the relationship of play to language and cognition, (2) to describe the stages of play and discuss recent literature about the characteristics of play, and (3) to describe the use of play with the multifaceted goals of cognition, pragmatics, semantics, syntax, and morphology as an intervention strategy with language disordered children. Applications of play in the meeting of language and cognitive goals are discussed. Actual examples of the incorporation of the play framework within a therapy session are described for the Sensorimotor and Pre-operational stages. The importance of matching play activities with the child's level, interest, and interactional capacity is stressed. Four pages of references are included. (Author/CL)

ED 267 584 FL 015 460

Meloni, Christine, Ed.
WATESOL Working Papers, Number 2. Fall-Winter 1984-85.
Washington Area Teachers of English to Speakers of Other Languages.
PUB DATE- 85
NOTE- 83p.; For individual papers, see ED 250 924 and FL 015 461-467.
AVAILABLE FROM- WATESOL, 6221 Apache St., Springfield, VA 22150 (individual copy $3.00; 2 copies $5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *College Faculty; *Computer Assisted Instruction; Educational Strategies; *English (Second Language); Higher Education; Job Satisfaction; Language Teachers; Literature Appreciation; Microcomputers; Research Papers (Students); Second Language Instruction; Sentence Structure; *Writing (Composition); *Writing Instruction

A collection of working papers on English as a second language (ESL) instruction includes: "A Structured Approach to Teaching Composition" (Margery Tegey); "Teaching Writing' to ESL Students: A Process-Based Approach" (Marie Nelson); "When Theory and Intuition Meet: An Approach to Composition Instruction" (Ali A. Aghbar, Kathy Trump); "Shakespeare Made Simple" (Susan English); "The Mainstream English Language Training Project" (Tim Riney); "Play On Words: Teaching Sentence Expansion and Modification by Computer" (Roberta Boss); "Job Satisfaction Among ESL Teachers in Higher Education: A Preliminary Study" (Lois Lanier); and "The Problem with Formal Research Papers" (Dona De Sanctis). (MSE)

ED 267 600 FL 015 530

Freedman, Aviva, Ed.; And Others
Carleton Papers in Applied Language Studies. Volume II. 1985.
Carleton Univ., Ottawa (Ontario). Centre for Applied Language Studies.
PUB DATE- 85
NOTE- 81p.; For individual papers, see FL 015 531-536.
AVAILABLE FROM- Associate Editor, Carleton Papers in Applied Language Studies, The Centre for Applied Language Studies, Carleton University, Ottawa, Canada K1S 5B6.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; *Business Communication; Computer Oriented Programs; *Intercultural Communication; Second Language Learning; Self Evaluation (Individuals); *Sentence Combining; *Student Placement; Teacher Attitudes; Technological Advancement; *Writing Instruction; Writing Processes

A collection of working papers examining the underlying principles of language teaching, learning, and research includes the following titles: "Some Notes on Krashen's Learned/Acquired Distinction" (Stan Jones); "How Teaching Writing Can Affect One's Own Writing Process" (Toni Miller); "Sentence Combining: Some Questions" (Aviva Freedman); "Writing to Discover and Structure Meaning in the World of Business" (Graham Smart); "Linguistics and High Technology" (Jean-Pierre Paillet); "Second Language Student Placement through Self-Assessment" (Raymond LeBlanc); and "Cross-Cultural Variability in Conversational Interactions" (Trudy O'Brien). (MSE)

ED 267 615 FL 015 562

Rorro, Gilda L.
Haitian Creole: A Primer.
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alphabets; Class Activities; Comparative Analysis; Cultural Context; English; Form Classes (Languages); French; *Grammar; *Haitian Creole; Instructional Materials; *Introductory Courses; Language Role; Linguistic Borrowing; *Morphology (Languages); Phoneme Grapheme Correspondence; *Phonetics; Pronouns; Vocabulary
IDENTIFIERS- *Haiti

Instructional materials are presented that are designed to give educators a comparative view of Haitian Creole, French, and English as well as to provide insight into the linguistic differences between Haitians and other national origin minority groups for better placement in English instruction. The text focuses on grammatical, lexical, phonological, and orthographic contrasts among the three languages, and the production of useful phrases in Haitian Creole. An introductory section outlines the origins of Haitian Creole and the functions of Haitian Creole and French in Haiti. Subsequent chapters provide instruction in: (1) phonology and orthography; (2) morphology, including pronouns, the verb system, adjectives, nouns, word order, plurality, definite determiners, negation; and (3) lexicology, including additional orthography, terms of respect, cognates and false cognates, and lexical borrowings. Appended materials include useful words and phrases, numbers, colors, seasons, days of the week, months of the year, lyrics to a popular Haitian song, Creole proverbs, and a true-false quiz. A brief bibliography is included. (MSE)

ED 267 630 FL 015 582

Garfinkel, Alan

Listening Ability: Check It or Wreck It.

PUB DATE- 86
NOTE- 7p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Classroom Techniques; *Grading; *Holistic Evaluation; Informal Assessment; Listening Comprehension; *Listening Skills; Second Language Instruction; *Testing

Listening is an integral element of the curricular goals of all modern foreign language classrooms because it is: (1) a motivator and facilitator, (2) a reliable predictor of language learning success, and (3) a skill contributing to success in many endeavors in life. A variety of classroom teaching and testing procedures based on listening skills is available, including drawing according to spoken instructions, songs using cloze procedure, and determining the appropriateness or inappropriateness of a statement. A system that apportions points to each course element allows flexibility in determining the final course grade. For example, a separate listening score could be used, listening could be graded as a subscore of a test, or a separate allotment of points for a specific listening-related task could be provided. By assigning a specific portion of the course's entire value to the listening skill in this way, one makes tangible and important what may have seemed an intangible element. Some examples of classroom listening activities are included. (MSE)

ED 267 644 FL 015 623

Berwald, Jean-Pierre

Au Courant: Teaching French Vocabulary and Culture Using the Mass Media. Language in Education: Theory and Practice 65.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-87281-327-4

PUB DATE- 86

NOTE- 161p.

CONTRACT- 400-82-009

AVAILABLE FROM- Center for Applied Linguistics, 1118 22nd St. N.W., Washington, DC 20037 ($7.95 plus $0.50 postage).

LANGUAGE- English; French

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Advertising; Cartoons; Catalogs; *Class Activities; *Classroom Techniques; Comics (Publications); Commercial Television; *Cultural Education; Film Criticism; *French; Grammar; *Mass Media; Second Language Instruction; Student Developed Materials; Teacher Developed Materials; Testing; *Vocabulary Development; Writing Exercises

IDENTIFIERS- *Authentic Materials

This volume outlines potential uses of many of the topics associated with daily newspapers, music, film, theater, and sports for vocabulary development and grammar review in French language instruction. The emphasis is on the advantage of using authentic, current materials prepared for the general public but somewhat familiar to students. The chapters focus on: reviewing grammar with headlines and comic strips, film reviews and scenarios, teaching about music through reviews, advertisements and product copy, housing and real estate, the financial pages, the Thomas Cook International Timetable, the "Syndicat d'Initiative" (Chamber of Commerce), the telephone directory, mail order catalogs, crime stories, commercial television, the Tour de France bicycle race,

and North American football. Most chapters introduce basic vocabulary for understanding current articles and provide a series of general questions applicable to articles on the topic and designed for student response using appropriate vocabulary. A final chapter gives instructions for students on preparing an article summary and medium-specific exercises, as well as activities intended for further vocabulary development. A list of references and suggested additional readings is appended. (MSE)

ED 267 659 HE 018 034

Peck, Robert D.
Future Focusing: An Alternative to Long-Range Planning.
Council of Independent Colleges, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 83
NOTE- 46p.
AVAILABLE FROM- Council of Independent Colleges, Publications Department, One Dupont Circle, Suite 320, Washington, DC 20036 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; College Administration; *College Planning; College Role; *Futures (of Society); Higher Education; *Institutional Research; *Long Range Planning; Management Information Systems; *Small Colleges

Characteristics of small college administration as it applies to the future are described. Consideration is given to the process for anticipating change in the circumstances surrounding colleges, identifying opportunities, and planning to take advantage of positive changes in the environment (i.e., future focused planning). The use of the Planning and Data System for effective college administration is also discussed. Characteristics of successful small colleges include: innovativeness, intuitive decision making by experienced leaders, administering through people rather than organizational structures, and well run operations. Future focused planning involves four phases: clarifying the mission and purpose of the institution, anticipating change in institutional environments, identifying opportunities, and positioning and contingency planning. Modules of the Planning and Data System concern mission, marketing, curriculum outcomes, recruitment, financial aid, retention, faculty, libraries, instructional program, staff, and fund raising. The modules can be used in ad hoc research and by the office of institutional research. Products of institutional research and considerations in choosing a budgeting system are briefly considered. (SW)

ED 267 672 HE 019 126

Stoker, D. J.; And Others
Investigation into Differential Entrance Requirements for Tertiary Educational Institutions. Report WS-32. An Abridged Version of Report WS-31.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0228-3
PUB DATE- 85
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Admission Criteria; *College Admission; *College Entrance Examinations; *College Students; *Foreign Countries; Nursing Education; Postsecondary Education; Schools of Education; Scores; Statistical Analysis; Technical Institutes; Universities
IDENTIFIERS- *South Africa

Results of a study of 1980 university entrance requirements in South Africa are presented, with attention to (1) the question of whether the minimum score on the Standard 10 examination should be raised and (2) the possibility of differential entrance requirements and channeling of students to various kinds of tertiary education. Previous research in South Africa, including studies of success at universities and particularly during the freshman year, is also reviewed. The study sample consisted of 16 universities, 9 technikons, 35 teacher training colleges, and 80 nursing colleges. Tertiary institutions in the Republic of South Africa and four independent states were evaluated: Transkei, Bophuthatswana, Venda, and Ciskei. Statistical analysis included: CHAID and XAID computer programs; regression, multivariate, and discriminant analysis; principal component analysis; and correspondence analysis. Scatter diagrams and tables display the findings of each technique. It was found that if the minimum examination score were raised 100 points, 828 of the 6,284 students would not have obtained university entrance, although 19% of those 828 students were in fact successful in their university study. Additional findings are provided, along with explanations of the statistical techniques. A summary in both English and Afrikaans is included. (SW)

ED 267 685 HE 019 153

Statistical Match of the VA 1979-1980 Recipient File against the 1979-1980 Basic Grant Recipient File. Revised.

Applied Management Sciences, Inc., Silver Spring, Md.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- 14 Nov 80

NOTE- 39p.

CONTRACT- 300-79-0742

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; *College Students; Data Collection; *Disclosure; *Federal Aid; *Financial Aid Applicants; Higher Education; Program Evaluation; Records (Forms); Student Financial Aid; *Veterans

IDENTIFIERS- *Basic Educational Opportunity Grants; Misreporting; *Veterans Educational Assistance Program

The amount of misreporting of Veterans Administration (VA) benefits was assessed, along with the impact of misreporting on the Basic Educational Opportunity Grant (BEOG) program. Accurate financial information is need to determine appropriate awards. The analysis revealed: over 97% of VA beneficiaries misreported benefits; the total net loss to the BEOG program due to misreporting of VA benefits was less than $2 million in 1979-1980; the overreporting of VA benefits was the most common problem; no systematic variation in the likelihood of misreporting of VA benefits was found for the different times of year the BEOG application is filed or when comparing the dependent/independent status of applicants; the majority of misreporting applicants actually overreported the level of benefits they received from the VA program, which caused applicants to qualify for lower levels of BEOG benefits; validation affected misreporting of VA benefits by shifting the type of error from overreporting to underreporting and increasing the loss to the BEOG program due to overpayments to more students; current computer system edits applicable to the VA benefits issue appeared to cause at least a proportion of applicants to shift to overreporting from underreporting VA benefits; and the monthly benefit amount changed at least once annually for 80% of VA recipients. Ten data tables are provided. (SW)

ED 267 698 HE 019 166

Bender, Louis W.; And Others
Involvement and Empowerment of Minorities and Women in the Accrediting Process.
SPONS. AGENCY- Florida State Univ., Tallahassee. Coll. of Education.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Administrative Policy; *Females; Higher Education; *Institutional Evaluation; *Minority Groups; *Participant Satisfaction; *Self Evaluation (Groups)

The involvement of women and minorities in the accrediting process was studied nationally. The experiences of women and minorities who participated in the accrediting process were surveyed, including perceived or actual empowerment derived from participation. Views of accrediting agencies and member institutions were also assessed. Respondents identified problems associated with identifying, selecting, and utilizing women and minorities in the accrediting process, as well as institutional and accrediting agency level barriers. Participation in both institutional and specialized/professional accreditation was addressed. Institutions reported whether participation in accrediting was formally or informally considered as a positive factor in a variety of institutional policies. The institutions' policy in identifying participants for self-study committees and task groups, as well as the make-up of such groups, was determined. Agencies described actions taken in the last 3 years to expand participation of women and minorities. Response pattern and written comments provided an impression that the study of participation of minorities and women in the accrediting process was discomforting or threatening. There was consistent and strong agreement that participation in the accrediting process is perceived as empowering. (SW)

ED 267 712 HE 019 197

Shiqi, Huang

Postgraduate Education in the People's Republic of China.

PUB DATE- May 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Doctoral Degrees; *Educational Development; Educational History; Enrollment Trends; *Foreign Countries; *Graduate Study; *Higher Education; *Masters Degrees
IDENTIFIERS- *China

The historical background and development of postgraduate education in the People's Republic of China (PRC) are discussed. Before the founding of PRC, there were only a few higher education institutions that offered postgraduate programs at the master's level. No doctoral programs were offered and no doctorates were awarded in old China. Before liberation, Chinese colleges and universities and research institutes depended upon western countries for their supply of highly qualified faculty and researchers. Postgraduate education in PRC can be divided into four stages: (1) postgraduate education was started and institutionalized, 1949-1961; (2) there was expansion and improvement and 3-year postgraduate programs were formally institutionalized, 1962-1965; (3) postgraduate education was suspended for 12 years because of the Cultural Revolution, 1966-September 1977; and (4) expansion has occurred since October 1977. Developments include: 358 higher education institutions and 337 research institutes are offering postgraduate programs; the total enrollment of postgraduate students reached 57,500 in 1984, 5.3 times the enrollment in 1978; at the end of 1984, 87 doctorates and over 26,000 master's degrees will have been awarded. Enrollments by fields are also indicated, along with issues that need to be addressed to improve educational quality. (SW)

ED 267 726 HE 019 211

Illinois Student Financial Aid, FY 1985. Report of the Illinois Student Financial Aid Survey.

Illinois State Board of Higher Education, Springfield.; Illinois State Scholarship Commission, Deerfield.

PUB DATE- Apr 86
NOTE- 262p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Community Colleges; Comparative Analysis; *Federal Aid; Graduate Students; Grants; Higher Education; Private Colleges; Questionnaires; Scholarships; *State Aid; State Colleges; State Surveys; *Student Employment; *Student Financial Aid; *Student Loan Programs; Trend Analysis; Undergraduate Students
IDENTIFIERS- *Illinois

The amounts, types, and sources of financial aid received by Illinois college students are reported, based on the 1985 Illinois Student Financial Aid Survey. Data are provided for 332,868 Illinois students attending 168 public and private colleges and universities. Included are a narrative discussion of the findings, including the growth and distribution of financial aid for the past 5 years, and detailed statistical tables for 1985, as well as comparative sector data for the past 10 fiscal years. The number and value of awards, loans, and campus jobs provided to students are reported by source, type, program, sector, institution, and level. Data are provided for public universities, community colleges, and private institutions. The sources of aid include federal and state funding, institutionally-sponsored programs, and a variety of other sources, including student loan programs. Financial aid is classified into four types: grants, tuition waivers, loans, and employment. Employment data include only on-campus student employment. Appended are a list of the participating institutions, the fiscal year 1985 survey, and instructions and definitions for the survey. (SW)

ED 267 740 IR 012 049

Robertson, Ina N.
High School Students Guide to Sources.
Sangamon State Univ., Springfield, Ill.
PUB DATE- 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Higher Education; *High School Students; *Library Collections; Library Guides; *Library Materials; *Library Services; Secondary Education
IDENTIFIERS- Online Catalogs; *Sangamon State University IL

This guide is designed to help answer some of the questions that high school students frequently ask when using the Sangamon State University (SSU) Library. The library collection is designed to support the curriculum of the university, an upper-division and graduate institution stressing liberal arts and public affairs, and materials for courses in these areas are emphasized. The library acquires few materials related to vocational education. This document is divided into the following sections: About the Brookens Building; About the Library; Using the Library; Borrowing Materials from the Library; Arranging Class Workshops; Library Hours; Photoduplicating Library Materials; Locating Library Materials (covering books and other cataloged items, catalog cards, periodicals, indexes and abstracts, government publications, and materials for specialized research); and Class Visits to the SSU Library. Appendices include a brief guide to the SSU online catalog and an abridged outline of the Library of Congress classification system. (THC)

ED 267 754 IR 012 122

Abrams, Arnie
Effectiveness of Interactive Video in Teaching Basic Photography Skills.
PUB DATE- 21 Jan 86
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Covariance; *Computer Assisted Instruction; Higher Education; Independent Study; *Intermode Differences; *Photography; Research Methodology; Skill Development; *Student Attitudes; Tables (Data); *Videotape Recordings
IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness; *Interactive Video; Learner Control

A study was conducted to compare the relative effectiveness of interactive video (IV) and linear video (LV) as delivery modes for the acquisition of basic photography skills in an independent learning environment at the college level. It was postulated that a self-instructional, self-paced approach would be beneficial because of the wide diversity of photography skills and experience typically possessed by the students in the population. Using students enrolled in a teacher education program, participants were randomly assigned to either a control (N=64) or experimental (N=64) group and given a pretest covering key concepts incorporated in the videotapes. The control group was instructed via LV and the experimental group via IV. Students were given an alternative form of the same test (posttest) immediately following the treatment; in addition, an attitude test was administered which measured such items as rate of instruction, frustration level, technical problems, and motivation. Analysis of covariance was used to compare achievement of the control group with that of the experimental group. Results indicate that the IV group recorded significantly and consistently larger achievement gains than did the LV group. Students also preferred the interactive video approach over traditional instruction. A list of references completes the document. (JB)

Gardner, C. Hugh; Tillman, Murray H.

Feasibility Study of Bulletin Board and Electronic Mail Technologies for the Improvement of Student/Instructor Communications Used in "Distant" Education Course Offerings.

PUB DATE- 17 Jan 86
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Allied Health Occupations; *Communication (Thought Transfer); Costs; *Distance Education; *Doctoral Programs; Electronic Mail; Feasibility Studies; Higher Education; *Microcomputers; Questionnaires; *Student Attitudes; Surveys; *Use Studies
IDENTIFIERS- AECT Research and Theory Division Meeting; *Electronic Bulletin Boards; Stages of Concern Questionnaire

The purpose of this study was to examine the effectiveness of using an electronic bulletin board in an off-campus doctoral program (Ed.D.) for health professionals offered by the University of Georgia. Participants included 14 doctoral students (13 female and 1 male) enrolled in an advanced course, Research in Instruction, who received training in the use of the Remote Bulletin Board System for the IBM Personal Computer (RBNS-PC) during their second class meeting of the fall quarter, 1985. Students were also provided with an 11-page description of the program, which included instructions for its operation, and informed that use of the bulletin board was voluntary. Data were collected at the end of the quarter via two methods: a consent form, signed by each student, which clearly explained the study's intentions; and the Stages of Concern Questionnaire (SoCQ) developed by Hall, George, and Rutherford (1979). Analysis of the data indicates that only half the students signed on the bulletin board during the fall quarter; however, most students were preparing for their preliminary oral and written examinations and viewed the bulletin board as adjunctive or unnecessary at that moment. Students reported a variety of problems encountered in using the bulletin board, but most indicated it should be continued and stated that they expected to use it more frequently during the next quarter. The conclusion suggests topics for future investigation, and two references are appended. (JB)

ED 267 779 IR 012 147

Jonassen, David H.
State Anxiety and Exposure to Microcomputers: Assessing Computerphobia.
PUB DATE- Jan 86
NOTE- 8p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Anxiety; Aptitude Treatment Interaction; Classroom Environment; Computer Assisted Testing; Fear; Higher Education; *Microcomputers; Psychological Studies; Sex Differences; Student Attitudes
IDENTIFIERS- AECT Research and Theory Division Meeting; Apple IIe; *State Anxiety; *Trait Anxiety

This study was conducted to investigate whether increased levels of state anxiety are associated with microcomputers. Participants included 116 undergraduate and graduate education and library science students with an age range of 20 to 55. The State-Trait Anxiety Inventory, Form Y, was administered to a control group (N=58) and an experimental (N=58) group. The control group received both portions of the test in a normal classroom environment, while the experimental group received the trait portion in class and then proceeded to the computer lab for an introductory lesson in computer-assisted instruction; during this lesson they completed the state portion of the test on the computer. Comparison of means for the two groups indicated no significant differences, although the state anxiety scores for the computer group (M=48.24) were substantially higher than the scores for the print group (M=36.12). However, within-group variance was so high for the computer group that no significant difference occurred. The trait anxiety scores (M=36.59 and M=36.79) were virtually equivalent. Only six members of the experimental group were males; while their level of state anxiety was slightly lower (M=46.12) than the level for females (M=48.36), the difference was not significant. Although the study provides some statistically inconclusive evidence for increased anxiety states when exposed to microcomputers, these results are greatly affected by individual differences, as evidenced by the high level of within-group variance. A list of references and sample test questions are included. (JB)

ED 267 792 IR 012 160

Smith, Patricia L.
The Effects of Organizational Cues on Learners' Processing of Instructional Prose.
PUB DATE- Jan 86
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Analysis of Variance; Cognitive Structures; *Cues; Encoding (Psychology); High Schools; *Instructional Design; Intermode Differences; *Learning Disabilities; *Learning Strategies; Psychological Studies; Research Methodology; Secondary Education; Tables (Data); Textbook Preparation
IDENTIFIERS- AECT Research and Theory Division Meeting; *Printed Materials

Two studies investigated the differential effects of organizational cuing and strategy training on learning disabled (LD) adolescents, a group which, it has been suggested, is particularly insensitive to the effects of organizational cues. Participants for the first study included 37 LD and 50 nonhandicapped high school students who were randomly assigned to treatment conditions such that half of each group read a passage with a comparison-contrast top-level structure and half read a passage with a description top-level structure. Data were collected one week later via a pretest, posttest, and delayed recall task. Subjects in the second study consisted of 73 LD high school students who were randomly assigned to one of two treatment groups. One group received instruction in a reading strategy emphasizing the recognition and use of authors' organizational structure while encoding and retrieving instructional prose; the second group received placebo instruction on generic problem solving. A posttest and a delayed posttest generated comparison data. Results of the first study indicated that, as anticipated, LD students were not as sensitive as their nonhandicapped peers to the organization of instructional prose. The results of the second study indicated that training in a text structure did significantly improve both the students' recognition of these structures and their recall of instructional content, and that this effect remained relatively stable over at least a week. Implications for designers of instructional print material are discussed, and plans for future research in this area are described. A list of references and eight data tables are provided. (JB)

ED 267 805 IR 051 466

Jamieson, Alexis J.; Dolan, M. Elizabeth
University Library Experience with Remote Access to Online Catalogs.
PUB DATE- Nov 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Automation; *Library Catalogs; Library Research; *Library Services; Library Statistics; Library Surveys; Microcomputers; *Online Systems; *Research Libraries; Use Studies
IDENTIFIERS- Canada; *Online Catalogs; United States

To investigate the experience of American and Canadian university libraries with remote access catalogs, self-administered questionnaires were sent to the 137 directors of all Association of Research Libraries (ARL) libraries and all libraries of Canadian degree-granting institutions. The study was designed to: (1) survey Canadian and U.S. academic libraries which allow remote access to their online catalogs or online catalog substitutes; (2) discover changes in library use patterns and library service demands by remote access terminal/personal computer users; and (3) determine the number of users and whether this has changed over time. The questionnaire was made up of 20 questions covering such aspects of remote access as the number of patrons who can log-on at the same time, the hours of service, time limitations on individual use, patron demand for additional service, and changes in level of patron satisfaction with the service already provided. This report describes remote access facilities and services at the early stage of their development, and also indicates some of the problems in collecting data. The questionnaire and a number of tables are appended. (THC)

ED 267 820   IR 051 481

Vink, C. M.

In-Service Training in South African Libraries. A Brief Review Based on a Thesis for the M.Bibl. Degree of the University of Pretoria.

PUB DATE- 79
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; *Inservice Education; *Libraries; Library Cooperation; *Library Personnel; Library Research; *On the Job Training; Position Papers; Professional Development; *Staff Development
IDENTIFIERS- *South Africa

A study was undertaken to ascertain the position of inservice training for librarians in South Africa and to determine what adjustments were necessary for inservice training practice in South African libraries. An examination of the literature on inservice training revealed current trends, and the literature in the field of library science was analyzed against this background. A questionnaire was then compiled and sent to 63 South African libraries to determine to what extent these libraries approached the ideal situation as portrayed in the literature. Replies were received from 50 libraries and were analyzed according to library type. A brief review of the full study, this document is divided into the following sections: (1) a general introduction, including a definition of inservice training; (2) aims of training including the provision of necessary knowledge, guidance of staff toward greater insight, improvement of skills and broadening of experience, and development of a positive attitude towards work; (3) who should be responsible for inservice training; (4) possible cooperative training efforts; (5) differentiation of training; (5) a brief review of training methods, including applications in South African libraries; and (6) a scenario of the ideal situation. (THC)

ED 267 835 JC 860 100

Martin, Margaret R.; And Others
Special Services Project: Rockland Community College, 1980-81.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 81
NOTE- 125p.; For related documents, see JC 860 099-104.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

Rockland Community College's Special Services Project (SSP) provides supplemental instructional and counseling services for educationally and economically disadvantaged students in the College Skills Program, remedial/developmental program, and the English as a Second Language (ESL) program. This report focuses on the first year (1980-81) of the second cycle of the project (1980-84), providing information on clientele characteristics, program sites, needs assessment, curriculum development, counseling, staff development, student outcomes, and program evaluation. The bulk of the report consists of appendices, including: (1) a typology of SSP students; (2) a revised contract for educational services; (3) a list of curriculum projects undertaken during the year; (4) a revised taxonomy of new materials for teaching and counseling; (5) a sample communication skills contract; (6) a basic mathematics pre-test/post-test; and (7) materials concerning the College Skills Festival. (EJV)

ED 267 849 JC 860 147

Martin, Oneida L.
Are Middle-Class Whites Beginning to Occupy Two-Year Colleges?
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Enrollment Trends; Minority Groups; Private Colleges; School Surveys; *Socioeconomic Status; *Student Characteristics; Two Year Colleges; *Two Year College Students; Urban Education; White Students

In summer 1984, a study was conducted to assess the current status of the student body at a two-year college in light of the assertion that two-year colleges are becoming increasingly inaccessible to poor, disadvantaged, and minority students. A sample of 56 students was randomly selected from a population of 310 students attending a small, private urban two-year college. Study findings included the following: (1) 61% of the students were white, 86% were female, 68% were between the ages of 17 and 25, and 77% graduated from high school with a diploma; (2) 59% were single with at least one dependent child; (3) 27% were heads of households; (4) family socioeconomic levels did not differ significantly between white and minority students; (5) 48% of the students' parents had a high school education, and 29% had some college experience; (6) 66% of the sample reported an income under $5,000; (7) 76% of minority respondents and 24% of white respondents were unemployed; (8) most received some type of financial aid; and (9) self-motivation was a primary factor in the students' decisions to obtain an education. Based on study findings, it was concluded that the two-year college was still accessible to needy students. (LAL)

ED 267 863 JC 860 163

Unit Cost Report, Fiscal Year 1985, for the Public Community Colleges of Illinois.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Expenditure per Student; *Expenditures; *Program Costs; Salaries; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Fiscal year (FY) 1985 results of the annual unit cost study of the Illinois public community colleges are presented, based on data on course offerings, enrollments, and costs. After an introductory overview, data and analyses are presented, covering FY 1985 net instructional unit cost compared with previous years; net instructional unit cost, full instructional unit cost and total institutional unit cost; net instructional unit cost; indirect instructional support unit cost; unit cost in seven instructional categories; net instructional unit cost by subject area; and unit cost comparative analysis. Highlighted findings include the following: (1) the state average net instructional unit cost had increased from $79.24 in FY 1984 to $84.87 in FY 1985, an increase of $5.63 (7.1%); (2) in FY 1985, net instructional unit cost was $84.87, full instructional unit cost was $88.42, and total institutional unit cost was $93.89; and (3) public service costs, which represent the cost of non-credit community education and community service activities provided by the colleges to governmental agencies, business and industry, and the community itself, increased by 18% over FY 1984 to $31,994,431. Total expenditures reports are appended. (LAL)

ED 267 878 JC 860 182

Wright, Ted
Analysis of Academic Suspension, 1978 through 1984. Research Report No. 85-20.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jul 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *Academic Standards; Black Students; Community Colleges; *Educational Trends; Enrollment Trends; Grade Point Average; Hispanic Americans; *Suspension; Two Year Colleges; *Two Year College Students; White Students

There are two conditions that result in the academic suspension of students from Miami-Dade Community College (MDCC). In the first case, students are suspended if they have attempted more than 30 credits and earned less than a 1.5 cumulative grade point average (GPA). In the second case, students who have registered for more than 45 credits, but earned credit in less than half are also suspended. Previous research reports indicate that 50% of suspended students return to college within 2 years, and 10% of these students eventually graduate. A study was conducted at MDCC to examine statistics on students suspended since 1978-79, and to determine subsequent re-enrollment and graduation rates for students from each academic year. Collegewide findings included the following: (1) since 1978-79, a total of 14,056 students had been suspended; (2) of that number, 7,778 or 55.3% had returned; (3) 10% of the returning students (N=779) completed an associate degree or certificate; and (4) Hispanics tended to have the highest return rates, while White non-Hispanics accounted for the highest graduation rates among returning students. (EJV)

ED 267 892 PS 015 663

Illinois Department of Children and Family Services Text of Adopted Rules. Subchapter e: Requirements for Licensure. Part 407: Licensing Standards for Day Care Centers.

Illinois State Dept. of Children and Family Services, Springfield.

PUB DATE- 85

NOTE- 56p.; For a related document, see PS 015 662.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Certification; *Day Care Centers; Early Childhood Education; *State Standards

IDENTIFIERS- Day Care Licensing; *Illinois; *Rules and Regulations

Reprinted in this document are day care center licensing standards adopted and codified, effective August 1983, by the Illinois Department of Children and Family Services and amended June 1984 and January 1985. Sections of the report concern purpose, definitions, effective date of standards, application for license and license renewal, provisions pertaining to the license and to permits, organization and administration, finances, general requirements for personnel, the child care director, child care workers and group workers, child care assistants, use of students, service staff, substitutes and volunteers, background inquiry, admission and discharge procedures, discipline, personal care and hygiene, program, equipment and materials, grouping and staffing, nutrition, night care, children with special needs, infants and toddlers, school-age children, health requirements for children, transportation, plant and equipment, records and reports, confidentiality of records and information, records retention, and severability of Part 407: licensing standards for day care centers. Appendices provide meal pattern charts for children 0 to 12 months of age and for children over 1 year old, lists of minimum equipment and supplies for preschool and infant and toddler programs, and a list of licensed or registered professions. (RH)

ED 267 907 PS 015 705

Marzano, Robert J.
An Evaluation of the McRel Thinking Skills Program.
Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- Jan 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; *Elementary School Students; Elementary Secondary Education; *High School Students; *Inservice Teacher Education; *Junior High School Students; Metacognition; Models; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Thinking Skills Program

This report summarizes the results of an evaluation of the thinking skills model/program developed at the Mid-continent Regional Educational Laboratory (McREL). Participating were 19 primary, 32 upper elementary, 10 junior high, and 16 senior high school teachers at four sites varying in size and locale. Providing a framework for teaching a wide range of thinking skills within content area classrooms, the thinking skills model includes three general categories of cognitive skills considered relevant to academic success: (1) learning-to-learn skills, (2) content thinking skills, and (3) basic reasoning skills. Altogether, 18 skills areas are included in the model. Each is hypothesized to affect different student behaviors and to be associated with a particular rationale for the hypothesized effect; each was assessed with different measures within either one-shot case study or pretest-posttest designs. Trained in four spaced sessions, the 77 participating teachers pilot-tested the thinking skills techniques on over 1,900 students. Data were obtained through teacher-made tests, interviews with students, and observations of students by teachers. Results are reported for each skill area of the model: attention control, goal setting, attitude change, self-evaluation, concept attainment, pattern recognition, synthesizing, proceduralizing, deep processing, use of memory frameworks, categorizing, extrapolation, analogical reasoning, evaluation of evidence, evaluation of value, elaboration, problem solving, and invention. References are included. (RH)

ED 267 921 PS 015 724

Saarni, Carolyn
Developmental Relations between Emotion Management and Social Control.
PUB DATE- Jul 85
NOTE- 24p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Tours, France, July 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Affective Behavior; Age Differences; *Childhood Attitudes; Children; *Parent Attitudes; Parents; Sex Differences; *Social Cognition; *Social Control
IDENTIFIERS- Childrens Preferences; Developmental Patterns; *Self Monitoring; Self Presentations; Strategic Behavior

The present research examined the developing awareness in children that one's emotional state need not correspond to how one appears expressively to others. Descriptive data were collected on children's own views about emotion management in interpersonal conflict scenarios and in general hypothetical situations. All of the child variables provide information about children's preinteraction expectancies from the standpoint of emotion management. Developmental differentiation in the children's data was examined by coding three qualitative variables according to ordinal ranks of complexity. Remaining variables were coded according to nominal categories. Specific category variables studied were (1) justification for emotion management in hypothetical conflict scenarios, (2) interpersonal consequences for emotion management, (3) preference for either peers or adults as targets for genuine displays of emotion, and rationale for preference, and (4) a rationale for an adaptive "balance" in showing or not showing one's genuine feelings to another. Instruments used to collect data included the newly-developed Parent Attitude toward Children's Expressiveness Scale, Snyder's Self-Monitoring Scale (1974), and Moos' Family Environment Scale (1974). A total of 32 children in three groups with mean ages of 7.9, 10.8, and 13.8 years and 52 of their parents participated. (RH)

ED 267 936 RC 015 563

Bellanger, Patricia; Reese, Lillian
Contemporary American Indian Women: Careers And Contributions.
Minnesota Chippewa Tribe, Cass Lake.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Jul 83
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Achievement; American Indian Education; *American Indians; *Biographies; Career Guidance; *Careers; *Females; Higher Education; Personal Narratives; *Professional Recognition; Secondary Education; Womens Education

Biographies of 77 Indian women highlight professional and personal accomplishments as well as contributions to the Indian community. Biographies are arranged by area of professional achievement in eight chapters: tribal government and politics, law, administration, education, communications, special fields (the arts, armed forces, and independent business), health, and social services. An introduction for each chapter sums up the role played by Indian women in the profession and suggests career opportunities. A bibliography of references on careers follows each chapter, and organizations providing additional information are included for several fields. The biographies include women with unusual careers and varied lifestyles and academic experience. The chapter on health includes biographies of a doctor, midwife, medical researcher, registered nurse, pediatrics nurse practitioner, community health nurse, laboratory technician, medical records administrator, health careers recruiter, ambulance service director, and chemical dependency counselor. Other careers represented are tribal chief, attorney, educator, editor, television reporter, writer, poet, opera singer, and social worker. A list of 8 references on careers and a directory of 24 publishers of career information are included. Photographs accompany nearly all biographies. (JHZ)

ED 267 950 RC 015 676

Lasley, Paul; Bultena, Gordon
Farmers' Opinions about Third-Wave Technologies.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Alternative Energy Sources; Animal Husbandry; *Farmers; Genetic Engineering; *Influences; *Innovation; Land Grant Universities; Microcomputers; *Opinions; Participant Characteristics; Research Utilization; Robotics; Rural Development; Rural Farm Residents; Scientific Attitudes
IDENTIFIERS- Acceptance; *Iowa; *Third Wave Technologies

The opinions of 1,585 Iowa farmers about 8 emergent agricultural technologies (energy production from feed grains and oils; energy production from livestock waste; genetic engineering research on plants, livestock, and humans; robotics for on-farm use; confinement livestock facilities; and personal computers for farm families) were found to be essentially independent of the respondents' socioeconomic statuses and farm characteristics. The best set of explanatory variables were opinions about science and support for land grant college activities. The more firmly respondents possessed a faith in science to solve society's problems, the greater their support for these third-wave technologies. Given the generally low relationship obtained in this analysis for personal characteristics, farm-firm characteristics, and science orientations, it seems that public acceptance of these technologies is dependent upon yet unidentified factors. Although data were not available in this study, it is suspected that moral and ethical considerations may loom large in the relatively low levels of support received by some of these third-wave technologies and may prove pivotal to both how farmers react to the newer technologies and to the scientific endeavors that create them. (Author/NEC)

ED 267 965 SE 046 487

Borun, Minda; And Others
Planets and Pulleys: Studies of Class Visits to Science Museums.
Franklin Inst., Philadelphia, PA.; Museum of Science, Boston, MA.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 83
NOTE- 149p.; Project also supported by a grant from the Guilliam H. Clamer Foundation. Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Elementary School Science; *Exhibits; Intermediate Grades; *Museums; Physical Sciences; Science Education; *Science Instruction; *Student Attitudes; Student Participation
IDENTIFIERS- Science Education Research

Cognitive and affective outcomes of class visits to two participatory science museums were examined by comparing responses of fifth- and sixth-grade students randomly assigned to four conditions (control, exhibit only, lesson only, and exhibit followed by lesson) and two tests (verbal and visual). Students visiting a simple machines exhibit scored higher on a test of science than the control group, but lower than the group attending a classroom lesson in the museum. The study did not demonstrate conclusively a cognitive advantage of having the exhibit experience prior to the lesson. Scores on the visual test were consistently higher than scores on the verbal test. Study findings indicate that the particular strength of the science museum exhibit lies in the affective domain. Students found the exhibit much more enjoyable, interesting, and motivational than a classroom lesson. Implications of the findings for science education are discussed. (Supporting documentation, including verbal and visual tests, affective questionnaires, and performance tests, and lecture sheets are provided in appendices.) (Author/JN)

ED 267 585 FL 015 461

Tegey, Margery
A Structured Approach to Teaching Composition.
PUB DATE- 85
NOTE- 12p.; In: WATESOL Working Papers, Number 2. Fall-Winter 1984-85 (see FL 015 460).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Courses; *Classroom Techniques; *English (Second Language); *Expository Writing; Higher Education; Second Language Instruction; *Writing Instruction

Process-based approaches to the instruction of writing in English as a second language (ESL), designed to recognize composition as a complex, nonlinear, creative process, must not be so loosely structured that the college-bound ESL student gets lost in the method. A relatively structured process approach, developed for advanced-level students who need to write college-level expository essays and compositions, presents composing and idea generation as a complex, systematic whole. The method uses a series of eight writing stages, each of which has two constantly interacting facets, thinking and writing. Also, each stage interacts within itself and with the other stages in any order, any number of times. The system gives both direction and freedom to the student and, while it uses elements common in composition instruction and materials, it is unusual in its integration of a large number of elements into a whole along with great flexibility of application. (Author/MSE)

Miller, Toni

How Teaching Writing Can Affect Our Own Writing Process.

PUB DATE- 85
NOTE- 12p.; In: Carleton Papers in Applied Language Studies. Volume II, 1985. Aviva Freedman, Ed. (FL 015 530).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; Case Studies; *Cognitive Style; *Experiential Learning; Graduate Students; Higher Education; *Learning Strategies; Teacher Attitudes; Teacher Education; Tutorial Programs; *Tutors; *Writing (Composition); *Writing Processes

One teacher's experience with changes in writing skills and attitudes while teaching writing led to studies of the experiences of three female graduate student writing tutors with widely varying backgrounds working in a university tutorial service. One was a student from a blue collar family who had entered college as a mature student; one had previously been a nurse; the third had a solid academic background with coursework in linguistics and writing. It was found that their teaching experience during the school year significantly changed their own writing processes and their attitudes about writing. Each tutor had an individual style and continued to develop her own repertoire of writing strategies. The tutors found that despite differing backgrounds and proficiency levels, the conceptual tasks in writing became more complex. The study emphasized how active engagement in teaching writing is a rich source of information about the writing process for the teacher as well as for the student. (MSE)

ED 267 616 FL 015 566

Van Houten, Lori J.; Coll, Cynthia Garcia
Maternal Speech to Eight Month Old Infants: A Study of Adolescent and Older Mothers.
PUB DATE- Oct 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (10th, Boston, MA, October 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; Comparative Analysis; Discourse Analysis; *Early Parenthood; *Infants; *Interpersonal Communication; *Language Acquisition; *Parent Child Relationship; Young Adults

A study was carried out to test the hypothesis that mothers' speech to eight-month-olds differs as a function of maternal age. The subjects were 10 adolescent (mean age 16.5) and 10 older (mean age 24.5 years) mothers, all lower to middle class, first-time mothers, and Caucasian. Each mother and child pair was videotaped in a laboratory setting--first, in three minutes of face-to-face interaction, second, in a teaching situation, and third, in three minutes of free play. The videotapes were transcribed and coded for structural complexity, length of turn, discourse role of the utterance, and number of utterances. Results from repeated analyses of variance demonstrated main effects for maternal age but no significant interactions between maternal age and situation, with adolescent mothers less responsive to their infants and using fewer utterances in all situations. Given the importance accorded to maternal contingency in the acquisition process, the results are consistent with the hypothesis that children of adolescent mothers may be at risk for language development. (MSE)

ED 267 631   FL 015 583

Bartz, Walter H.; Strasheim, Lorraine
Achieving Proficiency Goals through Competency Guidelines.
PUB DATE- 86
NOTE- 14p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; *Communicative Competence (Languages); Competency Based Education; *Cultural Awareness; Curriculum Design; Difficulty Level; Evaluation Criteria; *Language Proficiency; *Minimum Competencies; *Rating Scales; Second Language Instruction; *State Standards
IDENTIFIERS- *Indiana

The Indiana Foreign Language Generic Competencies for Levels 1-4 define language-learning outcomes in terms of communicative competencies within generic cultural contexts. Nine cultural contexts (travel/transportation, the "world" of the target language, school and education, family and home, leisure time, meeting personal needs, world of work, fine arts, and politics and history) are more precisely defined by specific cultural situations. The communicative competency for each cultural context and within each specific cultural situation is a short description of what students should be able to do at the end of the level of instruction. The basic task is also defined with a list of language skills necessary to achieve the competency, the linguistic content (necessary grammar and vocabulary), and a suggested evaluation schema. Five existing proficiency rating scales simplified for classroom use and one new scale were developed in four areas: comprehensibility, amount of relevant information, structural accuracy, and level of performance. The competencies are used to develop culturally-oriented, competency-based lesson plans for classroom instruction and are intended to be tested and evaluated throughout the year. The paper includes examples of competencies for each level of instruction and an example of lesson-planning elements for the Level One competency of Food and Meals from the generic cultural context of Travel and Transportation. (MSE)

ED 267 686 HE 019 154

Walker, Gail; Kuchak, JoAnn
Logistics and Sampling Plan for Task 2: 1979-1980 IRS Comparison Study. Quality Control Analysis of Selected Aspects of Programs Administered by the Bureau of Student Financial Assistance.
Applied Management Sciences, Inc., Silver Spring, Md.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 14 Jan 80
NOTE- 31p.
CONTRACT- 300-79-0742
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Comparative Analysis; *Data Collection; *Disclosure; Eligibility; Error Patterns; *Federal Aid; *Financial Aid Applicants; Higher Education; Program Administration; *Quality Control; Records (Forms); Research Methodology; Sampling; Statistical Analysis; *Student Financial Aid
IDENTIFIERS- *Basic Educational Opportunity Grants; Internal Revenue Service; Misreporting

The type, number, and scope of errors on Basic Educational Opportunity Grant (BEOG) program applications were estimated in a replication of a 1976-1977 Internal Revenue Service (IRS) Comparison Study. Information reported on BEOG applicants and IRS income tax returns was compared for various categories of applicants. The study provides information on the impact of major quality control initiatives undertaken by BEOG during the 1978-1979 academic year, preaward validation (PAV), and the revisions to the application processing system edits. BEOG applicant files that were matched with IRS files consist of: 1979-1980 BEOG regular applicants with 1978 IRS file; 1979-1980 BEOG supplemental applicants with 1979 IRS file, and 1978-1979 BEOG quality control study group with 1977 IRS file. The PAV Study objectives center on assessing the relative efficacy of the validation process and the pre-established criteria for selecting applicants most likely to misreport information. Information is included on the logistics and sampling plans (e.g., selection of the preliminary sample, obtaining parents' social security number, finalizing the sample, IRS data extraction, and merging the IRS and BEOG data). Several procedural flowcharts are among the exhibits. (SW)

ED 267 699 HE 019 167

Frierson, Henry T. Jr.; Hoban, Dennis
Comparing Performances of Low, Moderate and High Test-Anxious Medical Students on the NBME Part I Examination.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Testing; Higher Education; *Medical Students; *Scores; *Standardized Tests; *Test Anxiety; *Testing Programs
IDENTIFIERS- National Board of Medical Examiners; *Professional Licensing Examinations

The association of anxiety and medical students' performance on the National Board of Medical Examiners (NBME) Part I Examination was investigated. The Debilitating Anxiety Scale was completed by 62 second-year medical students before taking the NBME Examination. Debilitating test anxiety has been described as anxiety that interferes with test performance. Based on their responses to the scale, the students were categorized as either high, moderate, or low test-anxious. Each group included approximately one-third of the participants. Test anxiety was found to be significantly associated with performance on the NBME Part I Examination. The mean Part I score of the low test-anxious group was significantly higher than that of the high and moderate test anxious groups; however, there was no difference between the latter two groups' scores. The results suggest that there may be varying thresholds related to test anxiety levels. But when the thresholds are reached for students with differing levels of test anxiety, performance differences are likely to be diminished. (Author/SW)

ED 267 713 HE 019 198

Shiqi, Huang

The Training and Professional Development of Academic Staff in the People's Republic of China.

PUB DATE- Oct 85

NOTE- 15p.; Paper presented at the International Workshop on Professional Development of Academic Staff and Its Management (Shanghai, China, October 21-25, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Groups; *College Faculty; Curriculum Development; *Faculty Development; *Foreign Countries; Geographic Distribution; Higher Education; International Educational Exchange; Research Projects; Specialization; *Teacher Effectiveness; *Teacher Recruitment; Teacher Workshops

IDENTIFIERS- Aging in Academia; *China

Problems and issues concerning recruitment and professional development of academic staff at higher education institutions in China are identified, and successful faculty development programs are described. Problems include: low qualifications of a significant proportion of the staff; low percentage of senior faculty; abnormal age distribution of academic staff (i.e., 85% of professors are over age 60 and 99% of associate professors are over age 45; imbalances in the distribution of academic staff by geographic regions, institutions, and disciplines; lack of mobility; and overspecialization. In addition to short-term institutes/courses and workshops/seminars, faculty development programs provide intensive training over two years for qualified teachers/researchers in a certain field. Faculty can also participate in research programs related to the field of teaching, as well as curriculum development and teaching material development. Along with recruiting professionals to teaching part-time, teachers lacking practical experiences in their field should be allowed to acquire experience. Additional dimensions of faculty development include research in the field of professional development with an emphasis on effective teaching, and international educational exchange and communication. (SW)

ED 267 727 HE 019 212

Zirkel, Perry A.
Faculty Bargaining and Campus Governance: Rhetoric v. Research.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 7p.
CONTRACT- 400-82-0011
AVAILABLE FROM- American Association of University Administrators, P.O. Box 6221, University, AL 35486 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Centralization; *Collective Bargaining; College Administration; *College Faculty; *Governance; Higher Education; Organizational Climate; *Participative Decision Making; *Power Structure; Teacher Administrator Relationship; *Unions

The body of rhetorical writing and research studies about the interrelationship of faculty bargaining and campus governance are compared and synthesized. The research is emphasized so that the findings can inform and advance the ongoing debate and operational decision about this issue. Qualified, but not complete, support is found for the belief that lack of faculty influence in institutional decision-making causes faculty unionization. Other significant variables, such as the institutional context, enter into this equation. The view that faculty bargaining causes significant increase in the faculty's influence in institutional decision-making is not clearly supported, particularly for academic matters at mature universities. The rotion that faculty bargaining will bring about the end of faculty senates is premature. The literature supports the assertion that other collegial governance structures, such as personnel and academic committees, will be either significantly eroded or enhanced. Finally, to the extent that faculty have collectively gained influence in decision-making, it seems that their gains have been generally paralleled by centralization of administrative authority, largely at the expense of deans and department chairs. A 59-item reference list is included. (SW)

ED 267 741 IR 012 061

Hawkins, Brian L.
Copyright Policy. Microcomputing Working Paper Series. Revised.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-3
PUB DATE- Nov 85
NOTE- 14p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Copyrights; *Educational Policy; Educational Resources; Higher Education; *Microcomputers; Policy Formation; Position Papers; *Teacher Developed Materials
IDENTIFIERS- *Drexel University PA

The widespread introduction of microcomputers in higher education has had an impact on a variety of issues within the university community. One of the most important issues has to do with what constitutes intellectual property and who owns this property. Most universities have established a patent policy as there have long been financial rewards associated with patents. However, faculty development of software (which usually falls under copyright rather than patent law) is forcing a modification to existing models, in part due to the potential economic gain involved, and partly because of the extent of institutional resources that may go into a software product. This paper discusses some of the basic issues that had to be addressed in the development of a copyright policy at Drexel University, and presents the latest draft of that policy as a sample that may be used by others in drawing up their own policies. Among the issues addressed are definitions, copyright policy objectives, ownership of the copyright, royalty distribution, and administration of the copyright policy. (THC)

ED 267 806 IR 051 467

Wagner, Gulten
Use of Personal Space in Libraries: A Review.
PUB DATE- 83
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Environmental Research; Foreign Countries; Higher Education; History; *Interpersonal Communication; *Library Facilities; *Library Research; Literature Reviews; *Personal Space; Public Libraries; Research Methodology; *Use Studies

Arguing that the study of use of personal space is an important aspect of understanding the total communication process in libraries, this document reviews the literature on personal space research that has been conducted over the last 20 years. Following a general review of the roots of such research, the numerous studies that are described are presented in eight categories as they focus on: (1) seating preferences in relation to the area of the room and proximity to other people; (2) the correlation between spatial proximity and certain attitudes; (3) use of study carrels; (4) the appropriateness of three-dimensional models of personal space; (5) dyadic boundary adjustments; (6) development of models of personal space (the stress model and the systems model); (7) cultural, sexual, and age differences with respect to the use of space; and (8) space utilization between dominant versus subordinate personalities, and acquaintances versus strangers. Most of the studies reviewed were conducted in libraries. Five pages of references conclude the paper. (THC)

ED 267 821 IR 051 482

Gibson, Merrillyn, Comp.
From School to Working Life: Resources and Services. Reference Circular No. 86-1.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Oct 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Planning; *Disabilities; Employment Services; *Federal Programs; *Higher Education; Information Networks; Information Services; Job Search Methods; Job Training; *Referral; State Programs; *Student Financial Aid

Disabled students preparing for the transition from high school to working life will find current, practical information in this reference circular, which was prepared to facilitate the transition to higher education or directly to a work situation. The information is arranged according to three basic transition models: (1) without special services; (2) with time-limited services; and (3) with ongoing services. The first section includes: Sources of Financial Aid for Disabled College Students; College Handbooks of Interest to Disabled Students; Handicapped Students' Rights under Federal Law; and Books in Special Media on Career Planning and Job Searching. The second section includes discussions and references on: Job Training, Placement, and Career Matching Services; Employment Networks and Information Referral Centers; Federal Programs; State Vocational Rehabilitation Agencies; and the Randolph-Sheppard Vending Facility Program. The third section includes discussions and references to nationally and locally supported employment programs. Information relating to all three models in the fourth section includes brief descriptions of adapted and special equipment and sources for additional information, as well as a reprint of The Rehabilitation Act of 1973, as Amended, Sections 501, 502, 503, and 504, Subpart B. (THC)

ED 267 836 JC 860 101

Martin, Margaret R.; And Others
Special Services Project: Rockland Community College, 1981-82.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 82
NOTE- 105p.; For related documents, see JC 860 099-104.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

Rockland Community College's Special Services Project (SSP) provides supplemental instruction and counseling services to educationally and economically disadvantaged students through its College Skills Program, remedial/developmental program, and English as a Second Language (ESL) program. This report focuses on the second year (1981-82) of the second cycle of the project (1980-84), providing information on clientele characteristics, program sites, needs assessment, curriculum development, counseling, staff development, student outcomes, and program evaluation. Of the 355 students participating in the SSP, 51% with limited English ability were enrolled in the ESL program, and 49% with deprived educational backgrounds were enrolled in the Basic Skills Program. SSP participants made gains in reading that were somewhat greater that those typically reported for students with pretest scores at about the 8th grade level, gaining two years in grade equivalent scores in two semesters. Appendices provide: (1) a profile of SSP students and a series of case studies; (2) a revised contract for educational services; (3) a list of SSP curriculum projects; (4) a taxonomy of reinforcement materials; (5) student assessment and prescription forms; and (6) informational materials on SSP activities. (EJV)

ED 267 850 JC 860 148

Martin, Oneida L.
A Five-Year Analysis of Basic Skill Competencies of Two-Year College Freshmen.
PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Basic Skills; Longitudinal Studies; Private Colleges; Scores; *Student Characteristics; Two Year Colleges; *Two Year College Students; Urban Education

A study was conducted to examine the achievement levels of entering freshmen at a two-year college over a 5-year period to determine if scores were significantly different over the years. Analyses were made of the English, reading, and math scores on the Stanford Task Test of Academic Skills for Junior/Community Colleges of a random sample of 100 first-quarter, full-time students who attended a small two-year institution between 1980 and 1984. Study findings included the following: (1) lower achievement scores were found during the first 2 years of testing; (2) overall, freshmen tended to have higher scores on the English portion of the test than on the math and reading portions; (3) correlation coefficients between achievement and age and sex were weak; (4) intelligence test scores were a significant predictor of achievement test performance; and (5) the mean scores showed that students possessed inadequate basic skills to succeed in college academic courses. (LAL)

ED 267 864 JC 860 165

Byrd, Mark A.
Degrees Granted and Program Production by Arkansas Two-Year State and Independent Institutions, 1983-84.
Arkansas State Dept. of Higher Education, Little Rock.
PUB DATE- Mar 85
NOTE- 35p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Programs; Community Colleges; *Degrees (Academic); Private Colleges; State Surveys; *Two Year Colleges
IDENTIFIERS- *Arkansas

This report provides a descriptive analysis of the types and numbers of degrees conferred by the 13 state and independent institutions in Arkansas. Data are presented on: (1) degrees granted and other formal awards conferred by Arkansas institutions, 1979-80 through 1983-84; (2) degrees granted by subject field and type, 1983-84, for both state and independent two-year colleges; (3) fall on-campus headcount of full-time first-time enrollees, 1980-1984; (4) summary of certificates and associate degrees conferred by college, 1979-80 through 1983-84; (5) general education associate degrees granted, 1970-80 through 1983-84; and (6) program titles of degrees awarded by each college, 1982-83 and 1983-84. (AYC)

ED 267 879 JC 860 183

Wright, Ted
Who Uses Institutional Research and Why? Research Report No. 85-22.
Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- May 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; *Decision Making; *Educational Research; *Institutional Research; Questionnaires; Research Reports; *Research Utilization; School Surveys; *Teacher Attitudes; Two Year Colleges

A survey was conducted at Miami-Dade Community College (MDCC) to assess the usefulness of the approach being employed at the college to provide decision makers with institutional research information which involves the large scale distribution of abstracts and/or full research reports to faculty and administrators. Surveys were distributed to all chairpersons and administrators (N=151), Faculty Senate Presidents (N=4), and a sample of administrative/professional staff members (N=24). Study findings, based on an overall response rate of 53%, included the following: (1) when asked to identify which categories of reports they used in decision making, 75% of the respondents indicated that they used student profile/enrollment reports, just over 50% used placement and follow-up reports, and 50% used institutional research reports which focused on the college's standards of academic progress; (2) over 80% of the respondents indicated that they read the abstracts of the reports as soon as they are received; (3) 45% filed the abstracts after reading them, and 25% ordered the full report; (4) only 3% of the respondents said they ignored the abstracts completely; (5) administrators were more likely than department chairs to want reports pertaining to research outside of their area of responsibility; (6) 90% said they shared information from the abstracts or reports with others; and (7) approximately 75% indicated that the abstract was the preferred format for receiving information. The survey instrument is appended. (LAL)

ED 267 893 PS 015 667

Emlen, Arthur; And Others
Community Shares: Corporate Financing of a Child Care Information Service. A Final Report (Revised Edition).
Child Care Coordinating Council, Portland, OR.; Portland State Univ., Oreg. Regional Research Inst. for Human Services.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Oct 85
NOTE- 179p.; Some pages containing photographs may be marginally legible.
GRANT- ACYF-90-PD-86522; OPE-120-A-83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Support; Community Surveys; Early Childhood Education; *Employer Supported Day Care; Feasibility Studies; *Financial Support; *Information Services; Publicity
IDENTIFIERS- Consumer Evaluation; *Corporate Support; *Oregon (Portland)

This report describes a program promoting alternative financing of child care services by corporations and public employers in Portland, Oregon. Chapter 1 states the rationale for the approach and policy that the "Community Shares" program represents. The rationale includes the argument for a community program of child care information, referral, and resource development and the argument for corporate support of such a service. Chapter 2 presents an historical overview of the development of Community Shares. The chapter describes the community support mobilized for the program and the effort to market the program. Chapter 3 identifies which contacted companies agreed to participate and the factors influencing their decisions. Chapter 4 discusses major issues encountered in gaining corporate support, with a special focus on the strengths Chapter 5 offers a summary and conclusions. Extensive appendices provide information about materials presented at the program's major marketing event, numerous press clippings, a survey of child care benefits provided by employers in the greater Portland area, a report of a consumer-based evaluation of the services provided by the Child Care Coordinating Council (4-C) to employees of 14 Portland area companies, and an example of a contractual agreement between 4-C and an employer. (RH)

ED 267 908 PS 015 707

Mandinach, Ellen B.
Aspects of Programming Courses That Foster Problem Solving.
Educational Testing Service, Princeton, N.J.
PUB DATE- Jan 86
NOTE- 32p.; Document contains light type. Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; Cognitive Processes; *Computer Software; Elementary Secondary Education; *Learning Strategies; *Middle Schools; *Problem Solving; *Programing; Teacher Characteristics; Teaching Methods

This study examined the relationship between type of computer programming instruction and successful performance by middle school students. It is argued that characterizing the aspects of programming courses that foster generalizable problem solving skills and domain-specific knowledge is helpful in assessing the potential of computer learning environments. Similarly, examining the achievements of successful programmers, their background characteristics, and the learning experiences that lead to expertise in programming is also helpful. Two exemplary programming courses from the Assessing the Cognitive Consequences of Computer Environments for Learning (ACCCEL) Project were examined in case study format. The teachers, curriculum materials, and instructional procedures were compared and characterized. The teachers' classroom procedures and instructional content were examined to identify critical influences on learning. In conclusion, results indicated that (1) the talented students were the best programmers in the ACCCEL sample and (2) good classroom instruction was an important influence on the knowledge and skills displayed by the talented students. (DST)

ED 267 922 PS 015 725

Reynolds, Ruth C.
What Research Has to Say about Latchkey Programs.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Responsibility; Community Services; Community Support; Coping; *Employer Supported Day Care; *Parent Responsibility; *Research Needs; *School Age Day Care; Social Problems; Sociocultural Patterns
IDENTIFIERS- *Latchkey Children

This paper addresses the issues concerning latchkey children in the United States and the need for parents, schools, and communities to support special programs for these children. It is emphasized that although these children have received increased attention, research findings have not conclusively shown what types of programs will best meet the needs of the latchkey situation. Research has shown, however, that each community must develop a program that responds to local problems and is tailored to local needs. Future research on latchkey children should examine the environment in which children live and the attributes that affect their personal and social development. Preliminary research has indicated that latchkey children under self-care face many risks, including negative feeling, insecurity, accidents, abuse, neglect, and fear. Also discussed is the responsibility of parents and of communities to find a solution to the dilemma of the nation's latchkey children, particularly in terms of supporting school-sponsored after-school care programs and community-sponsored family day-care programs. (DST)

ED 267 937 RC 015 564

Loeb, Catherine, Comp.
North American Indian Women: Selected Sources.
Wisconsin Univ. System. Women's Studies Librarian at Large.
PUB DATE- Feb 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Literature; *American Indians; Anthologies; Anthropology; Art; Bibliographies; Biographies; Canada Natives; *Females; Literary Criticism; Literature Reviews; North Americans; Oral History; *Political Issues; Religion; Tribes; Womens Studies

Over 100 annotated entries are listed in this bibliography, which cites books, chapters in books, and articles pertaining to Indian women--past and present--living in what are now the United States and Canada. Sources from the last two decades are emphasized, particularly those that speak to the political concerns of the period. Entries are listed alphabetically under 5 headings: (1) anthropology, religion, and history--27 entries; (2) autobiography, biography, and oral history--16 entries; (3) art and literature: anthologies and criticism--19 entries; (4) contemporary status, politics, and activism--38 entries; and (5) bibliographies and reviews of the literature--9 entries. The brief annotations indicate the focus of the work and, in some cases, evaluate the content. Reference is made to five additional bibliographies pertaining to Native American women, and addresses are listed for hard-to-locate titles. (JHZ)

ED 267 951 RC 015 677

Stommes, Eileen S.; Byrne, Robert J.
Using Cooperatives to Transport Rural Passengers.
New York State Dept. of Agriculture and Markets, Albany.
SPONS. AGENCY- Department of Transportation, Washington, D.C.
PUB DATE- Oct 84
NOTE- 141p.; For a related document, see RC 015 678.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Bus Transportation; Community Services; *Cooperatives; Delivery Systems; Demography; Feasibility Studies; Local Norms; Needs Assessment; Private Agencies; Public Agencies; *Rural Areas; Shared Services; *Social Services; *Transportation
IDENTIFIERS- *New York; New York (Cortland County); New York (Otsego County); Postal Service; *Transportation Models

A study of two rural New York counties--Cortland and Otsego--was undertaken to identify innovative ways to provide public passenger transportation services in rural areas by using transportation cooperatives. Information about current transportation services was obtained from staff members of the human service agencies and county government officials in the study counties. Additional data were obtained from the 1980 Census of Housing and Population and the New York State Department of Transportation. Data indicated that in both counties direct transportation costs were substantial, indirect costs in staff time were also significant, and many transportation needs were unmet. According to agency representatives in the study counties, the cooperative is an acceptable form of organization to facilitate interagency coordination. Cooperative alternatives could be responsible for clearinghouse functions, administrative activities, vehicle maintenance and repair, and fleet purchase. Cooperative organizations could be sponsored by the agencies themselves, by a service club, or by a combination of both. There is considerable potential for coordinating passenger transportation services with rural postal delivery routes. A demonstration project for the two-county study areas is recommended to determine the best type of transportation cooperative for the area and the feasibility of using rural postal service routes. (JHZ)

ED 267 966 SE 046 488

Borun, Minda; Miller, Maryanne
What's in a Name? A Study of the Effectiveness of Explanatory Labels in a Science Museum.
Franklin Inst., Philadelphia, PA.
SPONS. AGENCY- Ford Motor Car Fund, Dearborn, Mich.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 80
NOTE- 82p.; Project also supported by a grant from the Barra Foundation, Inc. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Exhibits; *Information Sources; *Museums; Parent Participation; *Reading Materials; *Science Education; Student Participation
IDENTIFIERS- *Labeling (of Objects)

A series of studies of explanatory label reading and comprehension by visitors of various age groups was conducted at The Franklin Institute Science Museum in Philadelphia. A single large, complex exhibit (the Gravity Tower) was selected for case study. Adult visitors were found to read an average of only 18 percent of the labels in the exhibit halls they entered. However, they did read 68 percent of the printed material on the exhibits at which they chose to spend a longer amount of time. Children below the age of 19 did not do any significant label-reading, despite a variety of attention-getting treatments used. However, labels were significant in assisting parents in explaining exhibits to children. In the absence of printed labels, parents invented erroneous explanations. Visitors preferred labels which conveyed scientific as opposed to historical information. Finally, visitors read an average of 200 words per label, when they selected an exhibit for study. Furthermore, they felt it was important to have this printed material available so that they could elect to learn more about the particular exhibits which were of interest to them. (Appendices include guidelines for the effectiveness of printed text, formulas for testing reading level, and the study questionnaire). (Author/JN)

ED 267 645 FL 015 627

Clark, John L. D.

A Study of the Comparability of Speaking Proficiency Interview Ratings across Three Government Language Training Agencies.

Center for Applied Linguistics, Washington, D.C.

PUB DATE- Jan 86

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Federal Government; French; German; *Interrater Reliability; *Interviews; *Language Proficiency; *Language Tests; Public Agencies; *Rating Scales; Speech Communication; *Test Reliability; Test Results

IDENTIFIERS- Central Intelligence Agency; Defense Language Institute CA; Foreign Service Institute DC

A study of the reliability of the proficiency ratings scale and techniques used by three federal government agencies--the Central Intelligence Agency, the Defense Language Institute, and the Foreign Service Institute (FSI)--to test employees' oral language proficiency in French and German had two randomly selected two-person teams of testers from each agency test 20 subjects for each language. The ratings assigned to the subjects were compared with an expected rating distribution. Results indicated no statistical difference in the ratings across agencies, either for the combined languages or for each language separately. However, ratings in various sub-portions of the proficiency scale showed clear across-agency differences, generally reflecting relatively higher ratings on the part of FSI raters and, occasionally, wide discrepancies in scoring for individual examinees. Findings also indicated that, despite the feeling that their language proficiency had been adequately probed, a significant number of examinees felt that the FSI procedure was more anxiety-producing than the others

and that it used some "unfair" eliciting techniques. It is concluded that, although the study examines only the test-retest comparability of the interviewing process across agencies, there is a need for further research if the procedure is to be used as an inter-agency measure. (MSE)

ED 267 660 HE 018 063

Higher Education Opportunity Program. Annual Report, 1983-84.

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

PUB DATE- 84
NOTE- 108p.
AVAILABLE FROM- New York State Education Department, Bureau of Higher Education Opportunity Programs, Albany, NY 12230.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Ancillary School Services; Developmental Studies Programs; *Disadvantaged; Educationally Disadvantaged; Eligibility; Expenditures; *Financial Support; Higher Education; Low Income Groups; *Private Colleges; Program Administration; *Remedial Instruction; State Programs; *Student Characteristics; Student Financial Aid
IDENTIFIERS- *Higher Education Opportunity Program; *New York

The 1983-1984 annual report of the Higher Education Opportunity Program (HEOP) at New York independent colleges and universities is presented. Information is provided on program administration, eligibility and student characteristics, campus programs, student achievement, and program financing. The state appropriated almost $11.5 million to serve disadvantaged students in the HEOP in 74 programs at private institutions in 1983-1984. Total expenditures for the program, from state, institutional, federal, and other sources, totalled over $64 million. During the year, 6,595 HEOP students were enrolled either full- or part-time, including 5,456 students in four-year colleges, 579 in two-year colleges, and 560 in prison programs. About 2,000 were freshman students, and almost 90 percent had family incomes under $14,000, while 61.5 percent had incomes below $7,000. About 5 1 percent were Black, and 25 percent were Spanish-surnamed, of which 68 percent were Puerto Rican. The college provided structured supportive services, including a

pre-freshman summer program, special remedial and developmental courses, tutoring, and counseling. Sixty-four percent had cumulative grade point averages about 2.0, and 17 percent had grades of 3.0 or better. HEOP students completed 83 percent of total credits completed. (SW)

ED 267 673 HE 019 127

Chacon-Duque, Fabio J.
Building Academic Quality in Distance Higher Education. A Monograph in Higher Education Evaluation and Policy.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
PUB DATE- 85
NOTE- 72p.; Research based on doctoral dissertation project.
AVAILABLE FROM- Pennsylvania State University, Center for the Study of Higher Education, 325 Pond Lab, University Park, PA 16802 ($5.00, prepaid; $6.50, on invoice).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Programs; *Distance Education; *Educational Quality; Grades (Scholastic); Higher Education; Instructional Materials; *Models; *Outcomes of Education; Path Analysis; *Predictor Variables; Program Evaluation; Questionnaires; Regression (Statistics)
IDENTIFIERS- *Pennsylvania State University

The factors that determine course completion and achievement in college distance education were investigated using a sample of 25 courses offered through the Independent Learning Program at the Pennsylvania State University. The main objective was to develop a multivariate model to explain and predict outcomes of distance education. Additional objectives were: to develop a methodology for evaluating on-going distance education projects; and to establish guidelines for program planning and course design/implementation. Student variables, instructional variables, and institutional support variables affecting outcomes in distance education are summarized, based on previous research in the field. The final outcomes model includes 10 variables out of 30 that were measured and 35 that were identified from the literature. Findings indicate that the most important variables in determining outcomes are related to instructional materials, the institutional support provided to students, and students' academic persistence. A high proportion of the outcomes can be explained by the path model and two intervening variables: course difficulty and student persistence: moderate difficulty enhances both completion and pass rate. The Faculty Questionnaire on Independent Learning System is appended. (SW)

ED 267 755 IR 012 123

Anglin, Gary J.

Effect of Pictures on Recall of Written Prose: How Durable Are Picture Effects?

PUB DATE- Jan 86
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Association (Psychology); Associative Learning; Hypothesis Testing; *Illustrations; Instructional Design; Intermode Differences; Learning Processes; Pictorial Stimuli; Prose; *Recall (Psychology); *Recognition (Psychology); Research Methodology; Tables (Data)
IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness

This study investigated the possible contribution of pictures serving a representation function to the recall and retention of information presented in written prose passages. The primary variable considered was the durability of picture effects; a second variable concerned the potential effect the presence of pictures had on the recall of information that was not pictured. Thirty graduate students from a southeastern university were randomly assigned to one of two groups--prose-plus-picture (N=16), and prose-only (N=14). In the prose-plus-picture group, subjects read the prose passage and viewed a representational picture (line drawing). In the prose-only group, the participants read the prose passage without the relevant picture. Participants were tested in a group format; when a subject completed reading one passage, a 10-item test for that passage was administered; the same procedure was used for two subsequent passages. Fifty-five days later the subjects were tested again without rereading the stimulus material. Results indicated that subjects' average recall in the prose-plus-picture was 11%-15% higher than that of subjects in the prose-only condition. Although the presence of pictures moderately facilitated the recall of information which was presented only in the prose passage for the immediate testing condition, this facilitation was not significantly greater for the prose-plus-picture condition. In addition, the presence of pictures neither facilitated nor hindered recall of information which was presented only in the prose passage. A nine-item list of references, one data table, and a sample illustration complete the document. (JB)

ED 267 768 IR 012 136

Garhart, Casey; Hannafin, Michael

The Accuracy of Cognitive Monitoring during Computer-Based Instruction.

PUB DATE- Jan 86

NOTE- 22p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Cognitive Processes; Cognitive Style; *Comprehension; *Computer Assisted Instruction; Higher Education; *Individualized Instruction; Learning Strategies; Predictor Variables; Regression (Statistics); Research Methodology; *Self Evaluation (Individuals); Tables (Data)

IDENTIFIERS- AECT Research and Theory Division Meeting; Instructional Effectiveness; *Learner Control

This study was conducted to determine the accuracy of learners' comprehension monitoring during computer-based instruction and to assess the relationship between enroute monitoring and different levels of learning. Participants were 50 university undergraduate students enrolled in an introductory educational psychology class. All students received the same treatment--four sections of computer-based instruction designed to require learners to sort among numerous facts and concepts. Following each section, students were asked to rate their level of understanding of both the factual and the inferential materials. They then answered eight short-answer embedded questions--four factual and four inferential. Factual questions were divided into three levels of specificity and detail; inferential questions were divided into intraframe and interframes inferences. A posttest of 32 items was also administered; half of the questions were repeated from the lesson and half were new items. Regression procedures were conducted to determine the predictive value of enroute self-assessments for corresponding factual and inferential learning. Enroute ratings were used to predict student performance on embedded and posttest questions, as well as to examine the relationship among ratings for facts or inferences. Little or no correlation was found between the ratings of understanding and subsequent performance on either the embedded questions or the posttest, suggesting that learners may not be good judges of their enroute comprehension. A list of references and nine data tables complete the study. (JB)

Jonassen, David H.; Pearson, Marilyn
List vs. Flow Chart Representations of Algorithms for a Search Task.
PUB DATE- Jan 86
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algorithms; Analysis of Variance; Attitude Measures; Attitudes; Comparative Analysis; *Decision Making; Efficiency; *Flow Charts; Intermode Differences; Problem Solving; *Search Strategies; *Sequential Approach; Systems Approach; Tables (Data); Teaching Methods
IDENTIFIERS- AECT Research and Theory Division Meeting

This study compared the efficiency (time) and accuracy of two representations of instructional algorithms--list versus flow chart--for the task of using indexes to search for document numbers in the U.S. Documents Monthly Catalog. Participants were 55 undergraduates and 5 adults at the Virginia Military Institute. Two sets (flow charts and lists) of six algorithms were developed and field tested. The algorithms consisted of an average of three decision steps and five action steps; the steps for the list representations used the same directions presented in a numbered list sequence, with decision options referencing different step numbers. Subjects were randomly assigned to treatment group (list and flow chart) and given an instruction sheet and practice exercises on how to use their respective type of algorithm. Each participant was individually timed while working through the algorithms. Both groups completed the questions with 91.7% accuracy; however, the flow chart group (N=9) had a significantly higher number of requests for assistance than did the list representation group. It is suggested that this could be attributable to the novelty of the instructional form. The list group (M=5.24) completed the problems only slightly faster than the flow chart group (M=5.28). It is concluded that, while subjects indicated positive attitudes toward the use of algorithms, the specific form of representation appears to have little effect on the efficiency or accuracy of the search. A list of references, two data tables, and sample instruction sheets are provided. (JB)

ED 267 793 IR 012 161

Smith, Peter

Instructional Simulation: Research, Theory, and a Case Study.

PUB DATE- Jan 86
NOTE- 65p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Audiovisual Instruction; Case Studies; *Computer Assisted Instruction; Higher Education; *Inservice Teacher Education; Learning Theories; Literature Reviews; Microcomputers; *Preservice Teacher Education; Research Reports; *Simulation; Student Attitudes; Teaching Methods
IDENTIFIERS- AECT Research and Theory Division Meeting; Blooms Taxonomy; *Interactive Video

This presentation focuses on theory, research, and practice in the application of simulations to preservice and inservice teacher education. The first of three major sections presents a brief historical review, featuring the pioneering work of Bert Kersh and his associates at the Teaching Research Division of the Oregon State System of Higher Education. A short descriptive analysis is then provided of how simulation relates to representative elements of three learning theories--operant conditioning, information processing, and the cognitive approach--followed by a review of the research on the various forms of simulation employed in teacher education that was conducted from 1960 to 1985. A rationale for using simulations is offered and illustrated with a case study, which summarizes the development of a prototype classroom simulation system from initial development through field testing. Finally, some directions for future research and development are proposed. A list of references and a flow chart of the interactive video prototype complete the document. (JB)

ED 267 586 FL 015 462

Nelson, Marie
Teaching "Writing" to ESL Students: A Process-Based Approach.
PUB DATE- 85
NOTE- 15p.; In: WATESOL Working Papers, Number 2. Fall-Winter 1984-85 (see FL 015 460).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Course Descriptions; *Course Organization; Educational Strategies; *English (Second Language); Higher Education; *Peer Teaching; *Revision (Written Composition); Second Language Instruction; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Free Writing

A college-level composition course in English as a second language uses a "freewriting" technique and de-emphasizes rules and structure to emphasize writing strategies. The course is divided into three major segments: drafting, revising, and fine-tuning. In the first segment, students are encouraged to develop fluency by trying a number of topics, writing freely without worrying about form, and learning to identify what is good about their work. When students have gained confidence in their ability to discern what is good in a piece of writing, they are organized in small groups and trained to help each other improve their papers. After students have taken two or three favorite papers through several drafts, successfully incorporating some peer suggestions, they begin to edit successive drafts, using their knowledge of rules to correct mistakes. Finally, they compile their best pieces for a class book. Grammar and mechanics are dealt with incidentally. The method is modeled on the teacher's own writing method, classroom experience, and writing theory. (MSE)

ED 267 602 FL 015 532

Freedman, Aviva
Sentence Combining: Some Questions.
PUB DATE- 85
NOTE- 15p.; In: Carleton Papers in Applied Language Studies. Volume II, 1985. Aviva Freedman, Ed. (FL 015 530).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; Applied Linguistics; Classroom Techniques; Cognitive Development; *Cohesion (Written Composition); *Sentence Combining; *Skill Development; Teaching Methods; *Writing Instruction; *Writing Skills

An examination of the reasons behind the strong evidence that practice in sentence combining leads to overall superiority in writing began with the development of a more precise syntactic instrument than had been used previously and a new set of criteria for rhetorical analysis which focused on unity, organization, succinctness, and cohesiveness. A measure of the cognitive dimensions of text that defines the degree to which the writer abstracts from primary data was also used. These instruments were used to re-analyze writing samples from a previous study. The rhetorical and cognitive analyses revealed that sentence combining does seem to develop or enhance certain skills that transfer to the level of discourse and result in more unified, organized, coherent, and concise writing. Whether that phenomenon represents real cognitive development or creation of a set of useful habits remained unclear. However, sentence combining did not seem to develop the ability or inclination to ascend to higher levels of abstracting. Further investigation by direct classroom observation, comparison of achievement in programs with and without instruction in sentence combining, and use of cognitive tests and procedures to determine the occurrence and extent of actual cognitive changes during writing instruction are recommended. (MSE)

ED 267 617 FL 015 568

Mohler, Stephen C.
Using the Microcomputer to Develop Listening Skills.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the annual meeting of the American Association of Teachers of Spanish and Portuguese (New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; Authoring Aids (Programing); Classroom Techniques; College Second Language Programs; *Computer Assisted Instruction; *Courseware; Higher Education; Introductory Courses; *Listening Skills; *Microcomputers; *Online Systems; Pattern Drills (Language); Program Descriptions; Second Language Instruction; Spanish

A college-level introductory Spanish instructional system uses an interactive combination of microcomputer and program-stop tape recorder to enhance students' listening skills. The basic content is listening drills, adapted to the computer medium. Microcomputer use adds considerable versatility to instructional materials, including such features as: choice of drill or test; levels of challenge; recycling of questions missed; access to translations, examples, or explanations; non-audio options; early exit to end routines; self-pacing; and a final performance report. The final report can include essential record-keeping data, a list of the options used, a list and count of error types, specific words missed, an option to redo the items missed, and an option to print out the final report. The final report, when printed, provides the teacher with evidence of the exercise's completion and important data analysis. The software Authoring Aids (Programing) similar or other features are available. The hardware used is an Apple IIe, a Sharp program-stop recorder, and a custom interface, but other, more advanced equipment, such as disk recorders is also available. The teacher can generate his or her own questions, and the program can perform a variety of editorial functions and reminders to the user. (MSE)

ED 267 700 HE 019 184

Knauft, E. B.
Profiles of Effective Corporate Giving Programs.

Independent Sector, Washington, DC.
PUB DATE- Dec 85
NOTE- 20p.
AVAILABLE FROM- Independent Sector, 1828 L Street, N.W., Washington, DC 20036
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Business; *Decision Making; *Donors; Grants; Higher Education; *Industry; *Philanthropic Foundations; *Private Financial Support; Program Administration
IDENTIFIERS- *Corporate Support

A research study of 48 United States corporate giving programs is described. The companies are generally large or mid-range in size and represent 15 different business and industry classifications. The size of their contributions programs ranged from $98,000 to $53 million in annual grants, with a median of $4.3 million. About three-fourths of the companies use a company foundation for at least a portion of their contributions. Two types of data were collected: (1) numerical information about the company and the contributions program, including dollar contributions in each of the last several years, contributions as a percent of the corporation's pretax net income, and the size of the contributions staff; and (2) narrative information obtained from interviews with contributions managers about how decisions are made, examples of grants recommended by staff but not finally approved, and examples of grants considered to be most creative. Also considered are procedures used to establish annual giving, along with components of program excellence; and program management and character (nature of grants and program size in relation to the size and resources of the business). The role of the company's chief executive office, and five management styles of the contributions program manager are also considered. (SW)

ED 267 742 IR 012 062

Wozny, Lucy
Hotline and Walk-In Consulting. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-9

PUB DATE- Jan 85
NOTE- 13p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Consultation Programs; Counseling Services; Documentation; *Educational Resources; Higher Education; *Hotlines (Public); Information Sources; *Microcomputers; Program Descriptions
IDENTIFIERS- Apple Macintosh; *Drexel University PA

In the Fall of 1982, Drexel University introduced a new educational program for the 1983-84 academic year that required every freshman to have access to a personal computer for use in all areas of the curriculum. The computer selected was the 128K Macintosh. As of January 1985, approximately 5,000 students, faculty, and staff on the Drexel campus had their own Macintoshs. As a result, a number of new facilities and services have been set up. Among the many forms of support provided to students, faculty, and staff users are a telephone hotline and a walk-in consulting service. These services are provided through the Microcomputer User Support Group (MUSG), a part of the Drexel University Computer Center. This document describes the hotline and walk-in consulting services and includes: Service Hours; Telephone Hotline Service (organization, background, calling volume and phone service, student distribution, hotline staff, and service characteristics); Walk-In Consulting Service (background and organization, service characteristics, staff communications, consultant's manual, formal and supplementary documentation, staff meetings, and mail folders); Staff Training; Usage Statistics; and The Future of the Services. (THC)

ED 267 807 IR 051 468

Wyly, Mary
Exhibits in ARL Libraries. SPEC Kit 120.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 86
NOTE- 115p.; Some pages may be marginally legible due to light, broken type.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Administrative Policy; *Exhibits; Higher Education; *Library Administration; Library Personnel; Library Research; *Library Services; *Methods; Occupational Information; Questionnaires; Research Libraries; Surveys

While there is general agreement regarding the educational and cultural advantages of exhibits, research and academic libraries often adapt the operating guidelines and procedures of exhibit planning and installation from museums and other non-library institutions. To discover procedures and policies developed specifically for research libraries and to gather information on staffing, administration, and local issues of mounting exhibits, the Systems and Procedures Exchange Center (SPEC) surveyed the total Association of Research Libraries (ARL) membership in mid-1985. Of the 117 members, 70 responded to the survey, and 46 supplied policy-related documents. This kit contains the QUICK-SPEC survey questionnaire and a list of the respondents, 20 examples of exhibit policies, job descriptions from 6 institutions, 6 exhibit proposals, 3 procedure checklists, 4 exhibit schedules, 5 loan agreements/policies, 5 sets of publicity materials, and a selective bibliography. A concise summary at the beginning of the document covers staffing, goals and purposes, themes, preparation of exhibits, local policy issues, and a summation. (THC)

ED 267 822 IR 051 483

Redmond, Linda, Comp.
Sources of Braille Reading Materials. Reference Circular No. 86-2.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Nov 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Books; *Braille; Publishing Industry; *Reading Materials; *Tactile Adaptation; Textbooks; Visual Impairments

This reference circular lists sources of braille books available for loan, purchase, rental, or free (give-away) distribution. Divided into four sections, it includes general sources of braille books, sources of specialized braille materials, the major braille presses, and resources for further information about braille books and magazines. Addresses, prices, and other information in the circular have been taken from catalogs and other literature submitted by producers and distributors in response to a survey conducted by the Reference Section, National Library Service for the Blind and Physically Handicapped of the Library of Congress. Magazines are not included; a complete listing of magazines can be found in the reference circular, Magazines in Special Media: Subscription Sources. Prices in this circular should be verified with each source before ordering, since they are subject to change. An index as well as listings of other reference circulars and bibliographies published by the Reference Section are included. (THC)

ED 267 851 JC 860 149

Small Business Management Training Tools Directory.
American Association of Community and Junior Colleges, Washington, DC. National Small Business Training Network.
SPONS. AGENCY- Small Business Administration, Washington, DC. Office of Business Development.
PUB DATE- May 85
NOTE- 196p.; Section 4 contains small print.
CONTRACT- SBA-4873MA80
AVAILABLE FROM- AACJC Publications, 80 South Early Street,

Alexandria, VA 22304 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Business Administration; *Business Education; *Entrepreneurship; Reference Materials; *Resource Materials; *Small Businesses

This directory is designed to assist in the identification of supplementary materials to support program development for small businesses. Following introductory comments and an overview of small business management training, section I lists training tools available from the Small Business Administration (SBA). Section II provides descriptions and ordering details for comprehensive entrepreneurship/small business management training materials available from sources other than the SBA. Section III consists of lists of tools corresponding to the following topic areas: (1) Starting and Running a Business; (2) Business Planning; (3) Marketing and Sales; (4) Financial Management, Recordkeeping, and Taxation; (5) Purchasing and Inventory Control; (6) Legal and Risk Management; (7) Human Resource Management; (8) Government Procurement; (9) Microcomputer Use; and (10) Managing Specific Businesses and Special Programs for Targeted Groups. Finally, section IV presents samples from model programs. (LAL)

ED 267 865 JC 860 168

Freeman, Robin Mark; And Others

Surveying Student Goals to Aid Institutional Effectiveness: Student Goals Survey Research Report.

Peralta Community Coll. System, Berkeley, Calif. Vista Coll.

PUB DATE- 86

NOTE- 18p.; Funded by the NORCAL Cooperative Institutional Research Group.

AVAILABLE FROM- Berkeley Creators Association Educational Foundation, Inc., 2526 Shattuck Ave., Berkeley, CA 94704 ($1.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Employment Patterns; *Energy Education; Longitudinal Studies; Organizational Objectives; *Power Technology; Questionnaires; School Surveys; *Student Educational Objectives; *Technical Education; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Environmental Energy Technology

A survey was conducted at Vista College to determine the educational and occupational goals of students enrolled in the Environmental Energy Technology Program. A seven-item survey was distributed in class over a five-semester period, soliciting information on academic and employment goals, current employment status, interest in networking with students and professionals in the field, and interest in a solar or conservation job training program. Study findings, based on responses from 88 students, included the following: (1) approximately 50% of the students indicated that they wished to achieve a degree or certificate; (2) 81% anticipated employment in the energy field or intended to apply what they learned to their current profession; (3) 26% wanted to pursue more education in the energy field; (4) 70% were not currently employed in the energy field; (5) over 90% were interested in networking with other students; and (6) 89% showed interest in a job training program. Responses from students who were surveyed more than once showed a consistency in goals over time. In response to the survey, the educational program was altered by faculty and administrators. An increase in achievement of student and institutional goals suggests that the survey is a low-cost tool for improving institutional effectiveness. The survey instrument is appended. (LAL)

ED 267 880 JC 860 184

Wright, Ted

Raising the Grade Point Average Standards at Miami-Dade Community College: An Impact Study. Research Report No. 85-28.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Nov 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Community Colleges; *Grade Point Average; Predictive Measurement; *School Holding Power; Two Year Colleges; *Two Year College Students

A study was conducted at Miami-Dade Community College (MDCC) to determine the impact of raising the minimum grade point average (GPA) from 1.50 to 1.75. A cohort of 1,745 credit students was identified based on their end-of-term GPA for the fall term 1982. The cohort, which consisted of students who completed the term with a GPA between 1.50 and 1.75, was divided into a group that had earned 17 or fewer credits, a group that earned 18 to 33 credits, and a group with 34 or more credits. Return rates and academic progress were examined for each group. Study findings included the following: (1) of the 1,745 students enrolled in fall 1982, 65.9% returned in winter 1982, 45% in fall 1983, 38.1% in winter 1983, 29.6% in fall 1984, and 25.1% in winter 1984; (2) return rates were similar for all groups regardless of credits earned; (3) 33.7% of the students who returned for the winter 1982 term improved their GPA by the end of that semester; and (4) while all three groups registered for a substantial number of credits, only 122 students had earned a degree or certificate by the end of the winter 1984 term. The study showed that raising the GPA standard at MDCC would have a significant impact on a large number of students. MDCC's standards of academic progress are appended. (LAL)

ED 267 923 PS 015 726

Clemens, Jacqueline Bouder

Use of the Tests of Adult Basic Education-76 for Assessing Reading, Mathematics, and Language Skills Needed for Vocational Training and Placement in Child Care Services.

PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Child Caregivers; Criteria; Day Care; Early Childhood Education; *Job Placement; *Test Results; *Test Use; *Vocational Education
IDENTIFIERS- *Tests of Adult Basic Education 76

Correlations were sought between vocational-technical students' performance on subtests of the 1976 edition of the "Tests of Adult Basic Education-76" (TABE) and various factors. The first objective of this study was to determine if there is any relationship between the performance of adults on the 3 subtests (language, reading and math) of the TABE and completion of a Child Care Services program offered at the Lively Area Vocational-Technical Center, Tallahassee, Florida. A second objective was to determine if any relationship exists between program completion status and job placement. Throughout Florida, the TABE is used as a diagnostic assessment instrument to identify minimum academic skills of adults desiring to enter vocational training. Subjects were 4 males and 267 females of 15 or more years of age who were enrolled in the program from September 1977 to September 1981. Data were obtained from existing school records. No significant differences between performance on the three subtests of the TABE and program completion were found. A significant correlation was found among scores on the TABE subtests and four job placement categories: in field, out of field, further education, and other. Grade-level means for subjects fell in the seventh-grade range, with scores ranging from 3.1 to 13.0. It is concluded that the tests should be used for diagnostic purposes only and that the minimum grade level criterion for the program could be lowered to the seventh grade. (RH)

ED 267 938 RC 015 657

Brewington, Lisa A.
Program Evaluation and Implementation Report--Adult Basic Education Program.
North Carolina Commission of Indian Affairs, Raleigh.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE- 29 Mar 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Adult Basic Education; Adult Literacy; *American Indian Education; American Indians; Classroom Environment; *Community Colleges; High School Equivalency Programs; *Outcomes of Education; Participant Satisfaction; *Program Descriptions; Program Effectiveness; School Holding Power
IDENTIFIERS- *North Carolina

In 1983 the North Carolina Commission of Indian Affairs received a grant to increase Indian participation in Adult Basic Education (ABE) programs at community colleges in Hoke, Scotland, Halifax, and Warren counties. There were 135 Indian adults recruited in the 4 counties--68% female and 32% male. Ages ranged from 18 and younger (6%) to over 60 (16%) with 24% of the students aged 19-25, 3% aged 24-40, and 23% aged 41-60. Four classrooms were set up in the target counties in locations convenient for students. The community colleges established classrooms conducive to learning and provided Indian instructors and aides for three of the four classroom sites. Off-campus locations were selected because it was believed that Indian ABE students would be uncomfortable on the college campuses and unlikely to attend classes in those locations. A recruiter/counselor met with each participant to identify personal, educational, and career goals and planned field trips that made students aware of employment opportunities available in their communities. The retention rate for project participants was greater than 50%; 8 students obtained high school equivalency certificates; 3 students enrolled in a community college vocational program; and 30% of the students found jobs while participating in the program. (JHZ)

ED 267 967 SE 046 489

Taylor, Ross, Ed.
Professional Development for Teachers of Mathematics: A Handbook.
National Council of Supervisors of Mathematics.; National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-231-7
PUB DATE- 86
NOTE- 71p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($7.50; 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Change; *Faculty Development; *Inservice Teacher Education; *Mathematics Education; Mathematics Instruction; *Mathematics Teachers; *Program Design

The professional development of teachers is seen as a key to improving instruction in mathematics. A position paper on Professional Development Programs for Teachers of Mathematics was endorsed by the Board of Directors of the National Council of Teachers of Mathematics in April 1985, and this handbook provides suggestions for implementing the recommendations of the position paper. It is designed to help educators face current issues in mathematics education, providing practical ideas for designing and implementing professional development programs. The first section provides an overview, including the role of professional development, research evidence, characteristics of effective programs, and key issues. The second part provides guidelines for effective professional development, activities, focusing on building support and commitment, planning the program, choosing a format, implementing the program, and evaluating the program. Finding resources is the topic of the third part. Appendices contain the position statement, a list of model practices, checklists, and other guidelines. (MNS)

Hahn, Sidney; Michaelis, Joyce
Classroom Activities: Oral Proficiency in Action.
PUB DATE- 86
NOTE- 15p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Communicative Competence (Languages); Difficulty Level; Elementary Secondary Education; *French; *German; Guidelines; *Language Proficiency; Second Language Instruction; *Spanish; Textbooks

It is important to introduce and facilitate oral activities in the second language classroom with enthusiasm in a climate of mutual support and cooperation. Students should understand that mistakes are inevitable but not fatal, and that each attempt will build greater ease and confidence in using the language for communication. Oral proficiency activities can bring affective and skills-development objectives into harmony. A series of class activities developed in a Nebraska workshop for Spanish, French, and German to coordinate with commonly used textbooks at beginning and intermediate levels include the following: travel agency client interviewing; inquiring about schedules and activities; expressing or inquiring about preferences; finding a roommate; item identification; describing familiar or unfamiliar people; socializing in a group; bragging; justifying a raise in allowance; interviewing and then describing a classmate; telephone conversing; negotiating television viewing; and describing a food fight. Examples of activities designed for use on advanced levels with a thematically organized conversation text include persuading someone to contribute to a charitable institution and buying a car. For each activity, information is provided on the linguistic function, situation, and directions for students. (MSE)

ED 267 646 FL 015 628

Valentine, Tamara
Varieties of English and Women's Language: Culture and Creativity.
PUB DATE- Dec 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Seattle, WA, December 27-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *English; *Females; *Fiction; Foreign Countries; Language Usage; *Language Variation; Nonstandard Dialects; *Sex Differences; Sex Role; *Sociocultural Patterns; Twentieth Century Literature
IDENTIFIERS- *India

A language research project investigated the phenomenon of transcreation, that is, the transference of the linguistic markers, communicative strategies, cultural notions, social elements, and contextual clues of the local culture to the native English variety. The focus is on the relationship between language and gender and the contribution of this dimension to varieties of English spoken in India. The study proposes that: (1) in this context, English is being assigned the phonological, semantic, syntactic, and pragmatic features of the Indian context and the sociocultural patterns, conventions, and ideas associated with being female in India; (2) these features are reflected in a specialized, Indianized variety of English for females in the Indian context; (3) this variety is used to represent the underlying cultural categories and assumptions of the social and linguistic behavior toward and of females in Indian English fiction; and (4) due to the innovative function of the use of English in creative contexts and the rapid development of non-native English literatures across cultures and languages of the world, this new writing has introduced stylistic, literary, and sociocultural aspects into English literature. (MSE)

Kiger, Gary; Lorentzen, Deana
Scholastics and Intercollegiate Sport Participation: Males and Females.
SPONS. AGENCY- Utah State Univ., Logan.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Athletes; *Females; Higher Education; *Males; Scholarships; *Sex Differences; Student Participation; *Womens Athletics
IDENTIFIERS- *College Athletics

Gender differences in academic performance among university athletes at a school in Division I of the National Collegiate Athletic Association were studied, using correlational and regression analysis. Data were obtained for 519 athletes (69% male and 31% female) for fall 1980 through spring 1984. High school and college academic performance of athletes were considered, including: high school and college grade point average (GPA), aptitude test scores, a measure of intensity and commitment to athletic participation, and whether the student was on academic probation or left school for academic reasons. No direct relationship was found between gender and university academic performance. However, significant relationships were found between gender and intervening variables, such as intensity of athletic involvement and athletic scholarship assistance. A number of inequities between men's and women's athletic programs were identified. In particular, scholarships awarded to athletes and program budgets were inequitably distributed. Implications for additional research, such as the complexity of the relationship between gender, athletic participation, and academic performance, are briefly considered. A literature review is included, as well as a bibliography and several tables. (SW)

ED 267 687 HE 019 155

Spero, Irene K.
The Use of Student Financial Aid to Attract Prospective Teachers: A Survey of State Efforts.
College Entrance Examination Board, Washington, D.C.
PUB DATE- Feb 86
NOTE- 34p.
AVAILABLE FROM- College Entrance Examination Board, 1717 Massachusetts Avenue, NW, Suite 404, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Education Majors; Elementary School Teachers; Eligibility; Higher Education; Incentives; *Loan Repayment; *Preservice Teacher Education; Professional Continuing Education; Questionnaires; Secondary School Teachers; *State Programs; State Surveys; *Student Financial Aid; *Student Loan Programs; *Teacher Recruitment
IDENTIFIERS- Kentucky; North Carolina

State-sponsored programs that seek to attract college students to teaching by student financial aid, primarily through loan "forgiveness," are discussed, based on a survey of chief state school officers. The programs have focused on loans, and the most commonly employed form of assistance enables the recipient to repay a portion of the loans for each year they teach (e.g., one fifth of the loan for each of 5 years). An alternative incentive of lesser popularity among the states is the loan repayment program in which the state repays a portion of an outstanding Guaranteed Student Loan or National Direct Student Loan for a currently employed teacher. While most of the state programs stress the recruitment of math and science teachers, the programs vary widely in the amount and duration of the aid, eligibility requirements, and repayment, buy-out, and forgiveness schedules. Although the majority of states require the loan recipient to fulfill the teaching obligation in a public school, some permit service in private schools. The experiences of North Carolina and Kentucky with loans to teachers are briefly discussed. Appended are the survey questionnaire for program administrators, brief information on 28 state financial aid programs to attract teachers, including program administrators' name, address, and telephone numbers. (SW)

ED 267 714 HE 019 199

Young, Eric D.
Psychoeducational Studies: A Freshman Guided Studies Seminar.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Higher Education; Individual Development; Intellectual Development; Learning Modules; *Minority Groups; Models; *Nontraditional Students; *Psychoeducational Methods; School Holding Power; *Student Adjustment; Student Development; Study Skills

This report describes a model for improving retention and graduation rates of culturally diverse students that involves a guided studies seminar in psychological education. The objective is to provide incoming freshmen with an experiential seminar structured around examining higher education, learning and study skills development, and personal and social adjustment at college. A focus on United States higher education systems provides the freshman a perspective for goal-setting, expectations, and leadership development. The seminar consists of a semester-long survey of topics in psychology and education. Educational modules focusing on specific skills are used. Class experiences emphasize the use of the Deliberate Psychological Education (DPE) method. The model is a variation of the South Carolina "University 101" program combined with the DPE methodology. Small group discussion and high student participation, as well as emphasis on counseling and guidance, are deliberate attempts to match the cognitive style of students. Counselors and educators may use this program to facilitate psychological growth along both cognitive and non-cognitive dimensions. In addition to minority group students, first-generation college students and nontraditional students are targeted. Appended are a couse syllabus, an outline of the scope of the activities, and a four-page bibliography. (SW)

ED 267 728 HE 019 213

Douglas, Joel M., Ed.
Unionization and Academic Excellence. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (13th, New York, New York, April 1985).
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
REPORT NO.- ISBN-0-911259-20-1
PUB DATE- Apr 85
NOTE- 187p.
AVAILABLE FROM- The National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Collective Bargaining; College Administration; College Faculty; Community Colleges; *Educational Quality; *Equal Opportunities (Jobs); Food Service; Governance; Higher Education; Hospitality Occupations; Housekeepers; Legal Responsibility; *Strikes; Teacher Attitudes; *Teacher Retirement; *Unions
IDENTIFIERS- City University of New York; Cornell University NY; Massachusetts; Pennsylvania (Philadelphia); State University of New York; *Yale University CT

Issues concerning excellence in education and the 1985 strike at Yale University are considered in 27 conference papers. Topics include: a faculty and chancellor's perspectives on achieving excellence, employment discrimination, collective bargaining in community colleges, retirement issues, and campus bargaining and the law. Titles and authors are as follows: "Excellence in a Time of Paradox" (E. K. Fretwell, Jr.); "Unionization and Academic Excellence" (Ernst Benjamin); "Academic Reform and the Decade Past" (Irwin Polishook); "A Chancellor's Perspective" (William Monat); "Excellence: The Leadership Factor" (E. Gordon Gee); "The Cornell Experience" (Joan Roos Egner); "The CUNY Experience" (George Maginley); "Mutually Beneficial Collective Bargaining in a Community College" (Stuart Steiner); "The Massachusetts Community College System" (James F. Rice); "The Philadelphia Community College System" (Karen R. Schermerhorn); "By Whose Right? Management Rights and Governance in the Unionized Institution" (Margaret K. Chandler, Daniel J. Julius); "Retirement Planning Climate in the 1980s" (David W. Carter); "Legal Issues Affecting Retirement" (Ann H. Franke); "Early Retirement: The 1983-1984 Experiences of the State University of New York" (Thomas M. Mannix, Nick J. Paradiso, Jr.); "Labor Relations Issues and Their Effect on Collective Bargaining" (Nicholas DiGiovanni); "Discrimination Issues and Their Effect on Collective Bargaining" (Stuart H. Bompey); "Labor Law and the Question of Traditional Government Functions" (David E. Poisson); "The Union Perspective on the strike at Yale " (John Wilhelm); "Administration Perspective on the Yale strike " (Linda Lorimer); "A Faculty Perspective in Support of Local 34 at Yale " (Jack McKivigan); and "A Faculty Perspective in Support of the Yale University Administration" (Donald Kagan). (SW)

IR

ED 267 837 JC 860 102

Martin, Margaret R.; And Others
Special Services Project: Rockland Community College, 1982-1983.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 28 Nov 83
NOTE- 115p.; For related documents, see JC 860 099-104.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

This report provides information on the third year (1982-83) of the second cycle (1980-1984) of Rockland Community College's Special Services Project (SSP), a program which provides supplemental instructional and counseling services for educationally and economically disadvantaged students through its College Skills Program, remedial/developmental program, and English as a Second Language (ESL) program. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, a pilot project to refine the college's placement procedures based on a more precise assessment of students' writing competencies, student outcomes, and program evaluation. Appendices include: (1) a profile of SSP students and a series of case studies; (2) a contract for educational services; (3) a list of 1982-83 curriculum projects; (4) an addendum to a taxonomy of reinforcement materials; (5) inventories of instructional materials at Nyack and Spring Valley Campuses; (6) an English as a Second Language Student Handbook which explains the college's ESL Institute; (7) a cookbook compiled by College Skills Program students; and (8) promotional materials. (EJV)

ED 267 894 PS 015 671

Roberson, Glenda F.; Muoki, Isaac Mulatya
A Look at Kenya's Children.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Convention of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Early Childhood Education; *Educational Practices; *Educational Trends; *Elementary Education; Foreign Countries; Futures (of Society)
IDENTIFIERS- *Kenya; *United States

Focusing on the education of young children in Kenya, this brief paper contains excerpts from a question and answer interview between two early childhood educators from the United States and Kenya. Both similarities and differences of the Kenyan and the U.S. system of education are revealed. Interview topics covered include the following: socially respected professions; educational theories and philosophy; beginning reading instruction; teacher/pupil ratios in classrooms; compulsory school attendance; trends in sex of teachers; incorporation of American educational practices into Kenyan schools and vice versa; and the future of education in Kenya. (DST)

ED 267 909 PS 015 708

Thierman, Susan B.
Today's Changing Families and their Needs.
PUB DATE- 25 Nov 83
NOTE- 28p.; Portions of paper were presented at the Fairbanks Association for the Education of Young Children and Tanana Valley Community College Statewide Early Childhood Conference (2nd, Fairbanks, AK, January 23-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; Counselor Role; *Family (Sociological Unit); *Family Counseling; Family Problems; Family Relationship; *Family Structure; Intervention; *Social Change; *Social Influences; Social Support Groups

This paper discusses the changing concept of the American family, identifying four major trends in family structure: (1) a dramatic increase in two-wage-earner families; (2) more working women; (3) more single-parent families; and (4) restructuring of families through divorces and remarriages. The family has been losing many of its traditional functions, such as education, socialization, and recreation, to other societal organizations. With changing structure and functions, the family has been experiencing problems resulting from societal changes and also from normal life cycle transitions. Families have been seeking counseling, therapy, and other help. Counselors are encouraged to respond to the problems and changing needs of today's families by studying these phenomena more closely and considering ways to strengthen support systems. It is suggested that attention should be given to recognizing problem sources and assessing methods of resolving problems sooner or preventing them altogether. A brief bibliography is included. (DST)

ED 267 952 RC 015 678

Stommes, Eileen S.
The Cooperative Organization And Rural Passenger Transportation: An Approach to Community Development.
PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985). For related document, see RC 015 677.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Bus Transportation; *Community Control; Community Services; *Cooperatives; Delivery Systems; Local Issues; Private Agencies; Public Agencies; *Rural Areas; Shared Services; *Social Services; *Transportation
IDENTIFIERS- New York; Postal Service; *Transportation Models

The need for passenger transportation is widely recognized by rural communities. Shrinking federal funding has led many communities and human service agencies to experiment with innovative approaches to provide transportation services. One such approach is the use of cooperative organizations to provide needed services. A study conducted by the New York State Department of Agriculture and Markets developed three rural transportation alternatives based on the cooperative model. The first alternative provides for a cooperative composed of public and private human service agency transportation providers and the users of that transporatation service. The cooperative could begin with a simple clearinghouse function and move toward providing all transportation services for its members. The second cooperative model would consist of service club members, human service agencies, and community residents and would depend on volunteers to maintain a transportation network for rural residents. The third alternative incorporates rural postal carriers into either the human service agency cooperative or the service club cooperative. Rural postal routes--extending into virtually all isolated rural areas--would provide a ready-made transportation system to augment existing systems at a low cost. Among the benefits of the cooperative model would be the ability to shape state and federal programs to local needs. (JHZ)

ED 267 587 FL 015 463

Aghbar, Ali A.; Trump, Kathy
When Theory and Intuition Meet: An Approach to Composition Instruction.
PUB DATE- 85
NOTE- 13p.; In: WATESOL Working Papers, Number 2. Fall-Winter 1984-85 (see FL 015 460).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *English (Second Language); *Learning Theories; Neurological Organization; Second Language Learning; Self Esteem; Teacher Attitudes; *Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- *Free Writing

Two teachers of English as a second language composition discuss, in dialogue form, their intuitions about writing and some of the theories of language learning and writing advanced in recent years. Among the topics addressed are the following: self-consciousness; the importance of developing self-confidence in writing; finding a balance between the "what" and the "how" of composition; learning on the right side of the brain; finding or establishing good, nonjudgmental conditions for writing practice; learning to write through free-writing; good teacher intentions that do harm to student writing; getting over the obstacle of the blank first page; finding the potential for growth in composition; sharing and discovery as objectives of writing; and the role of the subconscious. (MSE)

ED 267 661 HE 018 287

Sandler, Bernice R.
How Impact Statements Can Help Foundations Assess Programs for Their Impact on Women and Girls; or, How To Tell If You Are Really Being Fair to Women and Girls. Special Report, Program Evaluation, Number 2.
Women and Foundations/Corporate Philanthropy, New York, NY.
PUB DATE- 84
NOTE- 6p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; *Accountability; Administrators; Data Collection; Educational Policy; Fellowships; *Females; Guidelines; Higher Education; *Institutional Evaluation; Personnel Policy; *Philanthropic Foundations; *Program Evaluation; Researchers; Research Projects; Scholarships; Self Evaluation (Groups); Sex Bias; *Sex Fairness
IDENTIFIERS- *Women Administrators

Guidelines are presented to help foundations and others ensure that the activities they fund treat women and girls fairly and address issues concerning women. Formal impact statements can help foundations examine their grant programs by asking a series of questions about: applicants' commitment to ending discrimination; the access of women and girls to the programs and services that will be provided; the inclusion of women as researchers and administrators; the evaluation of program results and of print and other materials for sex bias; the inclusion of women in scholarship, fellowship, and award programs; and evaluation data that yields information about women. The questions can be adapted to assess the impact on other specific groups, such as minorities, and may be useful to institutions other than foundations that want to assess their own programs. Over 50 questions are provided, including: whether the grantee has a formal policy prohibiting discrimination in employment; whether the grantee periodically reviews the status of women within its organization; whether there is a formal policy prohibiting sex discrimination in programs and services; whether women are included as subjects of research; whether research design and instruments are reviewed for possible bias; and whether women are featured in publicity materials. (SW)

ED 267 756 IR 012 124

Baker, Patti R.; And Others

The Display of Color Graphics on Monochrome Monitors: A Concern for Designers and an Opportunity for Researchers.

PUB DATE- Jan 86
NOTE- 13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Children; Cognitive Style; *Color; *Computer Graphics; Design Requirements; Elementary Education; *Field Dependence Independence; Hypothesis Testing; Individual Differences; Intermode Differences; *Microcomputers; Perception Tests; Tables (Data); *Visual Perception
IDENTIFIERS- AECT Research and Theory Division Meeting; Apple II; *Figure Ground; *Message Design

A study was conducted to investigate the comprehensibility of microcomputer-generated color graphics that are displayed on monochromatic monitors. Subjects were 64 second, third, and fourth graders who were randomly assigned to one of two conditions. Children in the first treatment were asked to identify, on a monochrome monitor, a figure that was initially presented in its original form and then as a redesigned, more distinguishable figure with greater figure/ground contrast created by substituting colors that utilized pixel patterns to provide contrast in the monochromatic display. The order of picture presentation was reversed for the children in the second treatment. Analysis of variance showed a significant main effect for the treatment variable: subjects in Treatment II recognized the figure more frequently than subjects in Treatment I. Results indicate that: (1) microcomputer-generated graphics intended for color presentation but displayed on monochromatic monitors may not have sufficient figure/ground contrast; (2) insufficient figure/ground contrast may adversely affect picture comprehension; and (3) younger children, at least through fourth grade, seem to lack the necessary perceptual maturity to overcome the effects of poorly discernible figures on a monochromatic green screen. A list of references and three data tables complete the document. (JB)

ED 267 769 IR 012 137

Gothberg, Helen M.; And Others
A Time Management Study.
PUB DATE- Jan 86
NOTE- 19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121. For related report, see IR 051 462.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Correlation; *Efficiency; Higher Education; *Leadership Styles; *Library Administration; Questionnaires; Supervisory Methods; Surveys; Tables (Data); *Time Management
IDENTIFIERS- AECT Research and Theory Division Meeting

In order to evaluate time management practices among managers of large academic libraries, questionnaires were mailed to 189 library directors. A total of 158 surveys were returned for a response rate of 82%. Items used to collect data in the questionnaire were based on time management literature and were grouped into five categories: (1) a profile of the respondents; (2) how a manager's time is reportedly spent; (3) delegation of authority; (4) time wasters; and (5) leadership style. Analyses were conducted using the SPSS statistical package, including frequency, Pearson product-moment correlation, and chi-square with cross tabulation. Comparisons were also made between library directors' lists of top-10 time wasters and responses of sales representatives and engineering managers. Results of the study indicate that while the population was mature, both in age and experience, almost half of the respondents (46.5%) had been in their current position five years or less. Most administered staffs of less than 300 employees, and only 21% of them were female. Good to excellent knowledge in the area of delegation of authority was demonstrated by 85-90% of the directors; however, significant associations were found between the number of years as library director and effective delegation of authority. A majority of directors indicated team management as their preferred management style. Selection of the top three time wasters included simultaneous acceptance of duties; personal disorganization; and amount of time spent on committee work. A list of references is provided. (JB)

Jones, Paul E.
The 1983-84 Maryland and ITV Utilization Study Summary Report.
PUB DATE- 21 Jan 86
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For the complete report, see IR 011 944; for the report of the 1981 study, see ED 213 394; for the entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Educational Television; Elementary Secondary Education; Public Schools; Questionnaires; School Surveys; *State Surveys; Tables (Data); Teacher Attitudes; Teaching Methods; *Use Studies
IDENTIFIERS- AECT Research and Theory Division Meeting

Designed to follow up a 1981 survey, this study assessed the usage of instructional television (ITV) in the public schools of Maryland and compared current usage with that of the 1980-81 school year. Separate questionnaires were designed for teachers, library media specialists, principals, and ITV coordinators and sent to a sample of 209 schools. A total of 1,487 questionnaires were distributed; 956 were returned for a response rate of 64.3%. Data for this study consists of responses from a sample of 618 classroom teachers, 149 library media specialists, 166 school principals, and 23 system ITV coordinators. Analysis of the data indicates that: (1) ITV continues to be widely available in all Maryland public schools; (2) the most serious problem related to availability continues to be scheduling; (3) a commitment to ITV exists as shown by the increase in ITV equipment and facilities during the past 3 years; and (4) the attitudes of teachers and administrators toward ITV is generally positive. Two references and several data tables are

provided. (JB)

ED 267 794 IR 012 162

Tiene, Drew
"Newscast from the Past": A Dynamic New TV Series with a Global Perspective on World History.
PUB DATE- Jan 86
NOTE- 24p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986) For entire proceedings, see IR 012 121; for a related paper, see IR 012 163.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Enrichment; *Educational Television; *History Instruction; Instructional Innovation; Motivation Techniques; News Reporting; Programing (Broadcast); Public Television; Secondary Education; *Student Attitudes; Surveys; Teaching Methods; *World History
IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness

A survey was conducted to examine the instructional potential of six educational television programs designed to teach world history to high school students. Each of the six programs encapsulates the events of a given century as if it were a 15-minute evening newscast, providing interviews with famous figures, dramatic moments in history captured on tape, human interest stories, and debates on significant issues. The survey was distributed to 363 students from four high schools in the Midwest. Participants were supplied with a series of statements about the show and asked to respond to each on a Likert scale; scores were then averaged for each item. Results indicate that students felt the series was entertaining (1.01), interesting (1.24), and amusing (.99). In addition, students agreed that the programs could be used along with their current world history text (1.19), and they preferred seeing the programs to reading about the same events in a book (1.22). Findings suggest that a newscast style program has instructional potential in the classroom as it may create a context that seems more "real" to the viewer than the average docudrama. It is pointed out that the global perspective allowed by the "Newscast" series may be an especially valuable aspect as its use can contribute to a greater understanding of historically significant global trends. A list of references is provided. (JB)

ED 267 603 FL 015 533

Smart, Graham
Writing to Discover and Structure Meaning in the World of Business.
PUB DATE- 85
NOTE- 13p.; In: Carleton Papers in Applied Language Studies. Volume II, 1985. Aviva Freedman, Ed. (FL 015 530).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abstracting; Applied Linguistics; *Banking; Business Administration; *Business Communication; Data Interpretation; Expository Writing; Foreign Countries; Program Descriptions; *Technical Writing; Workshops; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Bank of Canada

A workshop was developed at the Bank of Canada to give instruction in writing brief summaries of financial analyses to junior economists entering the bank after university. These employees were expected to write these analyses for the senior officers of the institution. It had been found that the specialists had not learned strategies for exploring their statistical data with the objective of identifying the deeper meaning or story in the data and then presenting it in the expected format. They had been following a restrictive sequence of procedures and producing unconnected series of relatively superficial observations about their data, which did not satisfy their audience's need for a story. The workshop had three goals: to make explicit the information needs of the readers, to develop the specialists' ability to use writing strategies for better analysis, and to enable the specialists to provide sharply focused and effectively structured summaries that represented their best judgment, as technical experts, about the essential story contained in the data. The content of the workshop included discussion of the writing process, direct contact with the audience for the texts, and instruction in developing a preliminary writing plan, drafting, and revision. The workshop has resulted in texts containing more meaningful analyses, more direct discussion of the analyses between the specialists and the senior officer, and increased confidence and analytical capabilities in the specialists. (MSE)

ED 267 701 HE 019 185

Levy, Daniel C.
Private Education: Studies in Choice and Public Policy. Yale Studies on Nonprofit Organizations.
Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
REPORT NO.- ISBN-0-19-503710-3
PUB DATE- 27 Mar 86

NOTE- 272p.
AVAILABLE FROM- Oxford University Press, 200 Madison Avenue, New York, NY 10016 ($34.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; College Choice; Comparative Analysis; Comparative Education; Educational Finance; Educational Quality; *Elementary Secondary Education; Federal Aid; Federal Regulation; Governance; Government School Relationship; *Higher Education; Private Colleges; *Private Education; *Public Education; *Public Policy; *School Choice; State Colleges; Tuition
IDENTIFIERS- British Columbia; Canada; *Institutional Mission; Netherlands; Public Colleges; United States

Private education and comparisons between private and public education at the collegiate and elementary/secondary levels are discussed in 11 articles. Attention is directed to relationships between private choice and public policy as they affect the quality, finance, governance, mission, and division of labor in a cross-national, interdisciplinary context. Titles and authors are as follows: "Private Choice and Public Policy in Nonprofit Education" (Daniel C. Levy); "Public Policy toward Private Schools: A Focus on Parental Choice" (Mary-Michelle Upson Hirschoff); "Federal Policies for Private Schools" (Mark A. Kutner, Joel D. Sherman, Mary F. Williams); "Choice and Private Schools: Dynamics of Supply and Demand" (Donald A. Erickson); "Public Subsidies for Private and Public Education: The Dutch Case" (Estelle James); "Comparisons of Private and Public Schools: The Critical Role of Regulations" (Richard J. Murnane); "Comparisons of Private and Public Schools: What Can We Learn?" (R. Murnane); "'Private' and 'Public:' Analysis amid Ambiguity in Higher Education" (D. Levy); "Alternative Private-Public Blends in Higher Education Finance: International Patterns" (D. Levy); "Finance and Function: Voluntary Support and Diversity in American Private Higher Education" (Roger L. Geiger); and "Cross-Subsidization in Higher Education: Does It Pervert Private Choice and Public Policy?" (E. James). (SW)

ED 267 715 HE 019 200

Upton, James N.; Pruitt, Anne S.

Financial Assistance to Black Doctoral Students in Two "Adams" States: A Policy Analysis.

SPONS. AGENCY- Southern Education Foundation, Atlanta, Ga.

PUB DATE- 86
NOTE- 148p.
AVAILABLE FROM- Southern Education Foundation, 340 W. Peachtree Street, N.W., Suite 250, Atlanta, GA 30308.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Black Students; Case Studies; College Desegregation; Court Litigation; Degrees (Academic); *Doctoral Programs; Economic Factors; Enrollment Trends; Equal Education; *Financial Policy; *Graduate Students; Higher Education; Policy Formation; Political Influences; Population Trends; *Student Financial Aid; Voting
IDENTIFIERS- Adams v Califano; *Florida; *Oklahoma

The context for financial aid policy affecting black doctoral students in Oklahoma and Florida was studied using the case study method. Attention was focused on environmental and organizational variables affecting the implementation of financial aid policy. Historical patterns surrounding race relations in both states before the 1973 "Adams" decision were reviewed. The decision established criteria for desegregating state systems of public higher education. The analysis considered political factors (e.g., electoral trends); demographic factors (e.g., population composition and concentration), economic factors (e.g., median income, unemployment rate); and educational resources (e.g., size and diversity of students, administrators, faculty, and board members and the presence/absence of campus-based affirmative action programs. The methodology consisted of unstructured interviews and examination of the states' approved "Adams" plan, annual reports, and other publications. Using the policy system model, attention was directed to policy-relevant environment factors, policy statements, policy actions, and policy outcome variables. Data are provided on: graduate student enrollments, 1977-1983; doctoral degrees conferred; and political, economic, and demographic trends. The interview schedule is included. (SW)

ED 267 743 IR 012 063

Machine Distribution. Microcomputing Working Papers Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-10
PUB DATE- Jun 85
NOTE- 8p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Delivery Systems; Educational Practices; Equipment Maintenance; Higher Education; Instructional Materials; *Microcomputers; Program Descriptions
IDENTIFIERS- *Apple Macintosh; *Drexel University PA

During the academic year 1983-84, Drexel University instituted a new policy requiring all incoming students to have access to a microcomputer. The computer chosen to fulfill this requirement was the Macintosh from Apple Computer, Inc. This paper provides a brief description of the process undertaken to select the appropriate computer (i.e., specifications, vendor considerations, computer availability) and a more detailed description of the method of distribution to students once the first shipment (2,000 units) of Macintoshs arrived on campus in February 1984. Among the topics covered are the task of delivering both the hardware and accompanying software to students, assignment of pick-up times, steps in the distribution procedure, and repair requests received during the distribution period. (THC)

ED 267 808 IR 051 469

Green, Stephen; And Others

A Preservation Program for the Colorado State University Libraries. The Final Report of the ARL/OMS Preservation Planning Program.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Dec 85
NOTE- 28p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($10.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Emergency Programs; Higher Education; Library Administration; *Library Facilities; *Library Materials; *Library Planning; Library Research; Long Range Planning; Position Papers; *Preservation; Research Methodology; Self Evaluation (Groups)
IDENTIFIERS- *Colorado State University

This final report is a product of a Preservation Planning Program (PPP) self-study conducted by the Colorado State University Library (CSUL) working with the Association of Research Libraries' (ARL) Office of Management Studies (OMS). Designed to put self-help tools into the hands of library staff responsible for developing plans and procedures for preserving library materials, the PPP self-study is divided into three distinct but interrelated phases. The initial phase included the first of three site visits to CSUL by ARL/OMS staff and resulted in an interim report documenting the institutional setting, previous preservation activities, external factors affecting preservation, and planning assumptions. The data-gathering phase required the creation of three investigative forces averaging six members each. Task forces investigated three areas: physical condition of the collection; environmental conditions of the buildings; and the organizational/communication preservation aspects of the CSUL system. The final phase consisted of synthesizing the three task force reports, determining the ultimate format of the final report, and preparing the study team's recommendations and timetable for phase implementation. This report begins with a discussion of the background of the institution and the external factors related to the current preservation situation. The report than details the specific concerns and interests of Colorado State University. In a final section, the library's implementation plans are presented. The document includes reports on: library administration; physical condition of the collection; environmental conditions within the libraries; preservation education; and disaster preparedness. (THC)

ED 267 823 IR 051 484

Dureau, J. M.; Clements, D. W. G.

Principles for the Preservation and Conservation of Library Materials. IFLA Professional Reports, No. 8.

International Federation of Library Associations, The Hague (Netherlands).

PUB DATE- 86

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cleaning; *Emergency Programs; International Programs; *Library Facilities; *Library Materials; *Library Planning; Policy Formation; Position Papers; *Preservation; *Prevention; Repair; Reprography

This statement of principles embodies a general approach to the nature and objectives of preservation and conservation work relating to library materials. It does not aim to provide a comprehensive list of detailed methods and practices, but is intended to establish a responsible attitude toward preservation and conservation by librarians. The document is divided into five major sections. The introduction includes discussions of aims and definitions, objectives, functions of libraries, library policies, problem assessment, selectivity, links with other libraries and library functions, implications of preservation policies, training, and cooperation. The second section, Preservation, considers factors related to storage and accommodation, temperature and humidity, light, air pollution, dust and cleanliness, storage materials and equipment, buildings, and standards employed. The section on the Security of the Collections includes discussions of fire, water, war and natural disaster, theft, and disaster preparedness. A section on Use of the Collections includes discussions of document protection and storage, library materials in transit, readers and reader facilities, copying, reprography policy, exhibitions, limiting use, and substitutes. The final section, Factors Affecting Deterioration, includes discussions of biological factors; micro-organisms; insects and other pests; chemical factors; and damage to paper, leather and parchment, photographic film, and nitrate film. (THC)

ED 267 852 JC 860 150

Cornell, Richard

Franchising.

American Association of Community and Junior Colleges, Washington, D.C.

SPONS. AGENCY- Small Business Administration, Washington, DC. Office of Business Development.

PUB DATE- Oct 85

NOTE- 181p.; Some pages containing pictures may be marginally legible.

CONTRACT- SBA-4873MA80

AVAILABLE FROM- AACJC Publications, 80 South Early Street, Alexandria, VA 22304 ($15.98).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrative Principles; Adult Education; *Business Administration; Economic Opportunities; *Entrepreneurship; *Small Businesses; Supervision; Workshops

IDENTIFIERS- *Franchising

Designed for use in a franchising workshop, this manual provides information on becoming a franchisee. Introductory remarks discussing the benefits and challenges of becoming a franchisee and describing the workshop itself are followed by the course outline. Next, for each of the course's six units, the manual states the core idea, goals, and agenda; and presents handouts, resources, and homework. The units cover: (1) Introduction to Franchising; (2) You, Business and the World of Franchising; (3) Evaluating a Franchise--The Concept; (4) Evaluating a Franchisee--The Franchisor; (5) The Franchisee-Franchisor Relationship; and (6) Supervision. Finally, the franchise workshop leader's guide is presented. (LAL)

ED 267 866 JC 860 170

Morris, Cathy
Performance of Public High School Graduates on the Comparative Guidance and Placement Test for Basic Skills Assessment, Fall Term 1983. Research Report No. 84-05.
Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Feb 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; College Freshmen; Community Colleges; Comparative Analysis; *Educational Needs; Educational Testing; High Achievement; High School Graduates; Mathematics Tests; Reading Tests; *Student Placement; Two Year Colleges; *Two Year College Students; Writing Skills
IDENTIFIERS- Comparative Guidance and Placement Test

A study was conducted at Miami-Dade Community College (MDCC) to provide data on the basic skills performance of first-time-in-college students who graduated from area public high schools between August 1982 and September 1983 and enrolled at MDCC in fall 1983. The entering basic skills performance of students who graduated in the top 20% of their high school class was considered separately from the performance of students who were below the 80th percentile, thereby allowing for direct school-to-school comparisons. Study findings included the following: (1) the overall percentage of graduates enrolled from any given high school fluctuated considerably from school to school; (2) MDCC attracted 23.11% of the top 20% group and 27.95% of the remaining students; (3) of the 3,337 first-time-in-college students who were Dade County Public School graduates, 94% were assessed with the Comparative Guidance and Placement (CGP) self-scoring tests in Reading, Written English Expression, and Computation; (4) for 13 schools, at least one out of every four top 20% graduates did not pass the CGP Reading test; (5) there were only five schools where fewer than 75% of the graduates scored above the developmental placement score in writing; and (6) at least one out of four students in the top 20% group from 15 of the high schools needed developmental coursework, while more than half of the bottom 80% group from every high school except one needed developmental coursework. (EJV)

ED 267 881 JC 860 185

Fall 1984 Retention Study.

Peralta Community Coll. District, Oakland, CA. Office of Research, Planning and Development.

PUB DATE- 85
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Academic Persistence; Dropout Research; *Enrollment Trends; Grades (Scholastic); Multicampus Districts; *School Holding Power; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted of the retention patterns of students enrolled in the Peralta Community College District (PCCD) in fall 1984 using college reports on withdrawals and grade distributions. The study focused on successful retention (i.e., all students who received a passing grade) and on total retention (i.e., all students who received any grade other than "W"). Study highlights included the following: (1) in spite of significant declines in both unduplicated enrollment and total class enrollment between fall 1983 and fall 1984, the rates of successful retention and total retention increased districtwide by 1.4% and 2.3%, respectively; (2) districtwide retention rates for fall 1984 were 70.5% for successful retention and 81.2% for total retention; (3) all five colleges in the district had similar retention rates and all made improvements between 1983 and 1984; (4) the business disciplines continued to have the lowest districtwide successful retention rate at 51.5%; (5) business disciplines' successful retention rate increased by 1.2% and total retention rate increased 2.3%; and (6) grade distribution remained virtually unchanged between fall 1983 and fall 1984. (Author/LAL)

ED 267 895 PS 015 676

Sudden Infant Death Syndrome. Joint Hearing before Certain Subcommittees of the Committee on Post Office and Civil Service and the Committee on Energy and Commerce and the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session, November 14, 1985.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.; Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.; Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 14 Nov 85

NOTE- 114p.; Serial No. 99-40 and 99-52. Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Block Grants; *Diseases; Financial Needs; Financial Support; Hearings; Incidence; *Infant Mortality; Profiles; *Research Needs; State Programs

IDENTIFIERS- Congress 99th; *Research Results; *Sudden Infant Death Syndrome

Testimony in this congressional hearing focused on the sudden infant death syndrome (SIDS), the major cause of death in infants over 1 month of age in the United States. Three panels of witnesses, comprised of concerned parents, academicians, and national and regional officers of service organizations, (1) provide an overview of the research and clinical perspectives on SIDS, (2) report on the federal government's research program effort, (3) discuss block grants and SIDS-related counseling services, (4) describe the use of home infant health monitoring devices, and (5) share the experiences of parents who have lost their children to SIDS. Also included in the transcript are the statement of Lewis P. Lipsitt, Professor of Psychology and Medical Science, Brown University, summarizing what is currently known about the syndrome, facts about the status of SIDS services in the states, and the Comptroller General's report to Congress concerning the effect of block grants on sudden infant death syndrome services. (RH)

ED 267 910 PS 015 709

Thierman, Susan B.
One Way to Meet Family Needs: A Pilot Study of Effects of Parenting Classes at a Fairbanks Agency.
PUB DATE- 25 Nov 83
NOTE- 33p.; Portions of paper were presented at the Fairbanks Association for the Education of Young Children and Tanana Valley Community College Statewide Early Childhood Conference (2nd, Fairbanks, AK, January 23-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Life Education; Intervention; *Parent Attitudes; *Parent Child Relationship; *Parent Education; *Parenting Skills; Pilot Projects; *Program Evaluation; *Stress Management
IDENTIFIERS- *Parenting Stress Index

A small pilot study involving eight parents tested an objective inventory, the Parenting Stress Index (PSI), for evaluating parental education classes. The classes, called The Parenting Skills Groups, were intended to provide a theoretical background of parenting concepts rather than a collection of specific techniques. The course was divided into ten topics taught in eight sessions: introduction; implications of parenthood; parenting myths; developmental stages; parental role; modeling; sexuality; nurturance; discipline; and conclusion. The PSI, a self-report instrument designed primarily for identifying parent/child relationships which are under stress or at risk, was handed out to parents at the first and last class sessions of the course. Results indicated changes between pretest and posttest scores: three out of the eight scores showed a drop in parental stress levels after the course, while five out of the eight scores showed a slight increase in parental stress. Interviews with these parents suggested that some changes, particularly in attitude, had occurred; but significant changes in parental actions and skills had not. Some parents suggested that their stress levels had slightly increased because they were dissatisfied with their old parenting habits, but had not yet been able to make or stabilize changes in parenting. The data seemed to indicate that the course might be more satisfactory if it included more detailed or specific information about problem solving or provided follow-up courses. Appendices explain how the PSI was scored, present a comparison of PSI scores, provide questionnaire results and transcripts of interviews with various clients. (DST)

ED 267 924 PS 015 727

Schrader, Carol Taylor; Hoffman, Stevie
Teaching Strategies Which Enable or Limit Prekindergarten Written Language Learning.
PUB DATE- 85
NOTE- 22p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Inservice Teacher Education; *Literacy; Postsecondary Education; *Preschool Children; Preschool Education; *Student Reaction; *Teaching Methods; *Writing Skills

The purpose of the study was to investigate and describe the teaching strategies of five teachers fostering the natural development of literacy in prekindergarten children, prior to and during the teachers' introduction to a meaning-centered model of written language learning. Teachers were interviewed and videotaped. Observations were followed by inservice workshops promoting ways to facilitate natural written language strategies of children. Data revealed each teacher's initial orientation to the teaching/learning of written language. As these teachers were exposed to the meaning-centered theoretical model of written language learning, significant changes occurred in their teaching behaviors. Rather than limiting strategies, the teachers used enabling strategies which resulted in more spontaneous and self-directed writing by children than previously was the case. (Author/RH)

ED 267 939 RC 015 659

Cornwell, Gretchen T.; Thorsen, Jenny S.
Rural Women of Pennsylvania: A Demographic Profile.
Pennsylvania State Univ., University Park. Center for Rural Women.
SPONS. AGENCY- Pennsylvania State Univ., University Park. Coll. of Agriculture.
PUB DATE- Jun 85
NOTE- 27p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Birth Rate; Census Figures; Comparative Analysis; *Demography; Educational Attainment; Employed Women; *Employment Patterns; Family Characteristics; *Females; Income; Marital Status; Older Adults; Population Trends; Poverty; Rural Farm Residents; *Rural Population; *Rural Urban Differences; Sex Discrimination; Trend Analysis
IDENTIFIERS- *Pennsylvania; *Rural Women

Data from the 1980, 1970, and 1960 censuses were used to describe Pennsylvania's rural women and to compare them with urban women and, in some instances, men. In Pennsylvania in 1980, just 1 rural woman in 25 lived on a farm. These women were more educated, more active in the labor force, and somewhat better paid than their counterparts in 1960 and 1970. They married later, had fewer children, and were more likely to experience divorce. Compared to urban women, rural women had less education, lower incomes, and higher fertility rates. However, rural families headed by women fared better than woman-headed urban families. Gender differences overshadowed many of the differences between rural and urban women. Pennsylvania's women were clearly disadvantaged relative to men, particularly in terms of education, employment, and income. Designed to provide basic information necessary for the development and evaluation of public policies and programs, this report presents detailed information about residence, race, age, education, labor force activity, income, marital status, fertility, and household and family patterns. One section is devoted to the status of elderly rural women. Maps, charts, and data tables are included. (JHZ)

ED 267 968 SE 046 490

Frenkel, Pnina; Strauss, Sidney
The Development of the Concept of Temperature When Assessed via Three Developmental Models. Tel-Aviv University Unit on Human Development and Education. Working Paper No. 46.

Tel-Aviv Univ. (Israel).
PUB DATE- 85
NOTE- 33p.; Study based on a Ph.D. Thesis, Tel Aviv University. Part of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Canada April 26-29, 1985). Several pages may be marginally legible due to small and light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; Comprehension; *Concept Formation; Developmental Stages; Elementary Education; Foreign Countries; *Models; *Piagetian Theory; *Science Education; *Temperature
IDENTIFIERS- *Israel; Science Education Research

The purpose of this study was to determine how children at different ages understand the concept of temperature, examining particularly the logicomathematical aspects of the concept. In doing so, three developmental approaches were compared: (1) Piaget's structuralist approach; (2) Siegler's rule assessment approach; and (3) Anderson and Wilkening's functional measurement approach. In order to assess children's understanding of temperature via the three developmental approaches, tasks with two variables were selected, namely, heating varying amounts of water by varying numbers of candles. Subjects were 96 middle-class Israeli children aged 4 to 11. Findings, among others, indicate that there are both commonalities and differences in children's development of the concept of temperature across various methodologies. In the Piaget and Siegler approach, children's development proceeded from centering on one variable to attending to two variables without coordinating them to attending to two variables and coordinating them. In the Anderson and Wilkening's approach, development proceeds from integrating two variables via integration rules of first addition, then subtraction, and finally division. Children who concentrate on one variable via Piaget's and Siegler's tasks integrate these variables via Anderson and Wilkening's tasks. This suggests that the latter two approaches may underestimate children's intellectual capacities. (JN)

ED 267 618 FL 015 570

Foreign Languages. Alaska Secondary Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Difficulty Level; *Educational Objectives; Elementary Secondary Education; *Language Skills; Second Language Instruction; State Curriculum Guides
IDENTIFIERS- *Alaska

A general foreign language curriculum development guide for the State of Alaska outlines appropriate topics and concepts for instruction, general expected learning outcomes, and sample specific behavioral objectives for four grade groupings: 1 and 2, 3 and 4, 5 and 6, and 9 through 12. Five interdependent language skill areas are emphasized: listening, comprehension, reading, writing, and speaking. The guide is designed to suggest a framework for local school district curriculum development; it is not presented as a fully-developed learning program. (MSE)

ED 267 838 JC 860 103

Martin, Margaret R.; Chapline, Elaine B.
Special Services Project: Rockland Community College, 1983-1984.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 84
NOTE- 136p.; For related documents, see JC 860 100-104.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

This report provides information on the final year (1983-84) of the second cycle (1980-1984) of Rockland Community College's Special Services Project (SSP), a program which provides supplemental instructional and counseling services for educationally and economically disadvantaged students through its College Skills Program, remedial/developmental program, and English as a Second Language (ESL) program. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, student outcomes, and program evaluation. Appendices include: (1) a contract for educational services; (2) a list of 1982-83 curriculum projects; (3) a taxonomy and inventory of college skills instructional materials; (4) an evaluative report on the fall 1983 orientation for ESL students, and a copy of the ESL Student Handbook; and (5) promotional materials. (EJV)

ED 267 588 FL 015 464

English, Susan Lewis
Shakespeare Made Simple.
PUB DATE- 85
NOTE- 6p.; In: WATESOL Working Papers, Number 2. Fall-Winter 1984-85 (see FL 015 460).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Creative Dramatics; *English (Second Language); English Literature; Higher Education; *Literature Appreciation; Second Language Instruction; Sixteenth Century Literature; *Speech Skills; Student Participation; Videotape Recordings
IDENTIFIERS- *Shakespeare (William)

A class activity for young adult students of English as a second language uses simplified versions of Shakespeare's familiar dramatic plots to promote student participation and use of second language skills. The students are provided with a list of characters, a synopsis of the story, a room with floor space, and a time frame in which to recreate the story by ad-libbing lines in contemporary English. Most performances consume 10 to 15 minutes of on-stage time but require much more preparation, from one class period to several weeks. The performances may be videotaped to facilitate production and provide motivation and reward. The teacher should resist the temptation to act as director or correct errors after the curtain has risen. The approach has been found to overcome student shyness and produce real communication between students. An outline of procedures and a synopsis of "Romeo and Juliet" are provided. (MSE)

ED 267 633 FL 015 585

Senor, Virginia

Let Your Students Do the Talking: Pattern Practices in a Partner System.

PUB DATE- 86

NOTE- 12p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Organization; *Classroom Techniques; *Learning Activities; *Pattern Drills (Language); Second Language Instruction; *Speech Communication; Time on Task; *Visual Aids

IDENTIFIERS- *Small Group Communication

The Classroom Pairing System (CPS) for second language instruction is a simple pattern practice technique that allows students to practice orally with a partner. An advantage of the technique is that it allows maximum time on task for each student in a large class. Students hold picture cards in their hands, and the partners ask and answer questions or make statements to each other according to the cards. After using the card, the students pass it on to another student pair until all pairs have used all cards. Because the cards are related to the content of the lesson, with this technique the students can practice all the material of the lesson in turn. The process is fast-paced, with many students talking at once, and can be used at any level or with any language, with commercial or teacher- or student-illustrated cards. CPS is not designed to elicit creative student responses, but only to practice patterns learned in class using illustrations to motivate visually-oriented students. Included are a number of examples of pattern practices that can be used in both French and Spanish, in beginning, intermediate, and advanced classes. (MSE)

ED 267 647 FL 015 629

TECFORS, A Newsletter for Instructors of Writing and Reading to ESL and Bi-Lingual Adult Students. Volume 4, 1981.

Houston Univ., TX. Dept. of English.

PUB DATE- 81
NOTE- 22p.; Volumes 1 and 2 are not available.
AVAILABLE FROM- Department of English, Attention: Nancy Lee, University of Houston, Houston, TX 77004 ($4.00 per year; $7.00, two years).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Bilingual Students; *Classroom Techniques; *English (Second Language); Heterogeneous Grouping; Imagery; Individualized Instruction; Prewriting; Program Development; *Reading Instruction; Second Language Instruction; Teacher Role; Writing (Composition); *Writing Instruction
IDENTIFIERS- Professionalism

Numbers 3 through 5 of the 1981 TECFORS newsletter include these articles: "Pre-Writing Activities" (Sandra L. McKay); "Errors in Advanced-Level Discourse" (Robert B. Kaplan); "Sensory Imagery" (Elizabeth Jamison Hodges); "Introducing Advanced Concepts of Reading and Writing in the Beginning ESL Class" (Christine Pearson); "On Looking into Adult ESL Reading" (Kerry Segel); "Individualizing Composition in a Heterogeneous Class" (Rosalyn M. Smith); "Writing to Learn and Learning to Write" (Martha Johnson); "Writing to Your Audience" (Johnnie Johnson Hafernik); "Setting Up an Adult Reading Course" (from a University of Texas course announcement); "Maintaining Professional Integrity" (Regis L. Welch); and book reviews and notes on professional activities. (MSE)

ED 267 662 HE 018 836

Altbach, Philip G.
Perspectives on Comparative Higher Education: A Survey of Research and Literature. ICED Occasional Paper Number 16.
International Council for Educational Development, Princeton, NJ.
PUB DATE- 85
NOTE- 56p.; Reprint from "Higher Education in International Perspective," P. G. Altbach and D. H. Kelly, 1985.
AVAILABLE FROM- International Council for Educational Development, 20 Nassau St., Room 511, Princeton, NJ 08540.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; *Comparative Education; Cooperative Programs; *Educational Research; *Higher Education; Institutional Research; *International Educational Exchange; Periodicals; Postsecondary Education as a Field of Study; Research and Development Centers; *Research Projects; Scholarship; Trend Analysis

Literature and research on higher education are analyzed in an international and comparative context. After summarizing the development of higher education as a field of study, the following kinds of research arrangements in Europe are discussed: individual scholars, university research centers/departments, independent research centers, national associations, government agencies/ministries, institutional research, and regional and governmental and nongovernmental bodies. The existing research dissemination network, which includes journals, books, and other publications, is examined. Major trends in research on higher education are also reviewed, with an emphasis on English-language literature and themes that have been considered in various countries or in comparative studies. Research topics include: the emergence of the modern university, the ideology and nature of

expansion, college planning, university reform, the professoriate, student activism, governance, university-society relations, and higher education in the Third World. Finally, implications for future research are addressed, along with possibilities for cooperation and international collaboration in research and dissemination. A bibliography with 82 references and lists of international and national journals by region are included. (SW)

ED 267 675 HE 019 140

Escala, Miguel Jose
The New Policy on Higher Education of the Government of the Dominican Republic: Some Descriptive and Evaluative Aspects.
PUB DATE- Dec 85
NOTE- 79p.; Master's Thesis, Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Agency Role; Developing Nations; Educational Quality; *Federal Regulation; *Foreign Countries; *Government School Relationship; *Higher Education; Medical Schools; Planning Commissions; *Policy Formation; *Private Colleges; *Public Policy
IDENTIFIERS- *Dominican Republic

The purpose of this report is to analyze a new higher education policy adoped by the Dominican Republic in Decree 1255 of 1983, "Regulations for Private Higher Education." Geographical, historical, and political characteristics of the Dominican Republic are described, and theoretical and methodological considerations in the study of public policy are briefly reviewed. Consideration is given to major factors that led to the adoption of the policy, which initiated governmental regulation of private higher education. The report gives an analysis of Decree 1255 of 1983 and explains the content and requirements of the new law. It also discusses the discrepancies between the proposed and the promulgated decree; for example, the proposed decree required that 75% of the student body and a majority of the members of the governing boards be Dominicans. The actual decree requires that 66% of the student body and 75% of the governing boards be Dominicans. The new law also allows the government to control the expansion of private institutions and to assure the quality of their education. The decree also created the National Council of Higher Education which regulates planning and quality and serves as an advisory agency. It is concluded tha Decree 1255 of 1983 is not consistent with the goal of coordinating the higher education system of the nation in order to make it more responsive to the general planning of the country. (RB)

ED 267 688 HE 019 156

Who Receives Federal Student Aid?
College Entrance Examination Board, Washington, D.C.
PUB DATE- Feb 86
NOTE- 32p.
AVAILABLE FROM- College Entrance Examination Board, 1717 Massachusetts Avenue, NW, Suite 404, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Dependents; *Family Income; *Federal Aid; Graduate Students; Higher Education; Low Income Groups; Middle Class Students; Self Supporting Students; *Student Financial Aid; *Student Loan Programs; Undergraduate Students
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

Information on federal student aid recipients by income, undergraduate and graduate level, and financial dependency status is presented for Pell Grants, campus-based programs, and Guaranteed Student Loans (GSL). Income data are reported for all aid recipients and for financially dependent and independent students for 1983-1984 and for 1976-1977, 1979-1980, and 1983-1984. Inflation adjustments are made by converting income and award figures to 1984 dollars (i.e., the purchasing power of these dollars in 1984). The three campus-based programs are Supplemental Educational Opportunity Grants, College Work Study aid, and National Direct Student Loans. Highlights include: most of Pell Grant aid went to students with relatively low incomes; 11% of Pell Grant recipients came from families earning more than $20,000 annually (accounting for 7% of the funds awarded); 48% of Pell Grant recipients were financially independent; in all three campus-based programs, about a fifth of the funds went to dependent students from families in the $18,000-$30,000 income range; slightly more than 10% of the funds in each campus-based program went to students from families with incomes over $30,000; and in 1983, 65% of GSL borrowers were financially dependent and 35% were independent. Acronyms and definitions are included. (SW)

ED 267 757 IR 012 125

Bowie, Melvin McKinney
Instructional Film Research and the Learner.
PUB DATE- Jan 86
NOTE- 16p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Style; Individual Differences; *Instructional Films; Literature Reviews; Problem Solving; Research Methodology; Research Reports; *Self Concept; Sex Role; Sex Stereotypes; *Skill Development; Student Attitudes
IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness

A brief discussion of three phases in research on instructional films--whether films can teach (approximately 1910-1950), how films teach (1940 through the late 1950s), and who learns from films (1960-1985)--introduces a review of the research literature on the third phase. The experimental studies reviewed focus on three concerns: (1) use of films to teach higher level cognitive skills; (2) effects of film viewing on individual learning; and (3) effects of film viewing on students' self-concepts. The following conclusions were drawn from the literature review: films are effective in teaching students the skills of inquiry learning, discovery, and problem-solving; unstructured films generate more relevant questions and hypotheses in problem-solving activities than structured films; films are particularly effective in teaching observation skills and in training students to attend to important details; high-aptitude students tend to benefit less from visual cues in films than low-aptitude students; films tend to be more effective with field independent students who are left brain dominant, independent, active, and high in personal responsibility; films can have a positive influence on students' self-concepts; and at least one study found sex role stereotyping in films for young children. Implications of these findings for teachers are indicated for each conclusion, and a 34-item reference list is provided. (JB)

ED 267 782 IR 012 150

Leidman, Mary Beth; Lamberski, Richard J.
Descriptive Study of Noncommercial FM Radio Stations Affiliated with Colleges and Universities.
PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121; for a related paper, see IR 012 151.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Audio Equipment; Budgets; *Financial Support; *Higher Education; National Surveys; Operating Expenses; *Programing (Broadcast); Questionnaires; *Radio; Research Methodology; Resource Allocation; Resource Staff
IDENTIFIERS- AECT Resarch and Theory Division Meeting; *National Public Radio

Designed to establish a framework for current and future documentation of FM radio in institutions of higher education, this study examined the state of noncommercial FM radio stations affiliated with colleges and universities. Topics investigated included: (1) basic descriptions of institutions housing noncommercial radio stations; (2) operating budgets; (3) station organization and personnel; (4) station operating hours; (5) station programming; and (6) station philosophies. A survey was sent to 670 college and university stations throughout the United States; 268 were returned for a response rate of 40%. Of these, 243 (90.75%) were completed adequately, including 51 National Public Radio-affiliate (NPR) responses. Findings indicate that stations receive financing from a combination of sources--general college funds, student funds, departmental or school funds, and other sources such as underwriters. A wide range of operating budgets was reported; from $600 to $1.5 million per year, with the average NPR budget at $345,000 per year. Of 239 stations reporting, 197 (45%) reported having full-time technicians versus 132 (55%) which had some type of part-time technical help; 88% of the NPR stations had full-time technicians compared with 33% for the non-NPR stations. NPR stations operate 364 days/year while non-NPR stations reflect the academic calendar, often closing down during summers and vacations. Programming is not standardized. While 179 (78%) indicated a specific sound or format, they covered the range of music from jazz to AOR (album oriented rock) to free form to fine arts. NPR stations broadcast more news and public affairs-oriented programming and tend to play classical music and jazz. Suggestions for future research are provided and a list of references completes the document. (JB)

ED 267 795 IR 012 163

Tiene, Drew
Using Television to Develop "The High School of the Future".
PUB DATE- Jan 86
NOTE- 18p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121; for a related paper, see IR 012 162.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; *Consortia; *Educational Change; Educational Innovation; *Educational Television; *Futures (of Society); High Schools; Questionnaires; Surveys; Teaching Methods; *Videotape Recordings
IDENTIFIERS- AECT Research and Theory Division Meeting

A consortium of high schools and colleges in northeast Ohio (Coalition for the High School of the Future), which was formed to revitalize the learning experiences offered at each high school, produced a low budget videotape to generate interest in its proposals for educational reform. The primary objective of the tape was to expand awareness of the project in hopes of involving large numbers of participants in the coalition. The tape was disseminated to all five high schools, where it was shown on repeated occasions, i.e., teachers' meetings, parents' meetings, student assemblies, and workshops. A survey was completed by a team from each school. Results (57 responses) indicate that the videotape was successful in: (1) increasing awareness about the project; (2) effectively informing people about the nature of the project; (3) conveying the impression that improving high schools was an important undertaking; and (4) presenting the project in a favorable light. Respondents also suggested that the visual aspects of the show were critical to its success, i.e., several written comments alluded to the significance of the role played by visuals in communicating to coalition members what the project was all about. It is pointed out that a respectable television program can be produced quite inexpensively; once produced, it has a large potential audience, especially given the proliferation of videocassette recorders in both institutions and homes. A list of references is provided. (JB)

ED 267 953 RC 015 679

Ramirez, Bruce A.

Federal Public Policy and the Education of American Indian Exceptional Children and Youth: Current Status and Future Directions.

PUB DATE- Feb 85
NOTE- 46p.; Paper presented at the Council for Exceptional Children Symposium on Exceptional American Indian Children and Youth (Albuquerque, NM, February 6-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Alaska Natives; *American Indian Education; American Indians; Disabilities; *Educational Needs; Educational Policy; Elementary Secondary Education; *Enrollment Trends; *Federal Programs; Gifted; *Special Education; Student Placement; Trend Analysis
IDENTIFIERS- Bureau of Indian Affairs; *Education for All Handicapped Children Act; Project Head Start

Reviewing enrollment trends in federal, public, and tribally controlled schools, this report examines progress in the education of American Indian handicapped children since the passage in 1975 of the Education for All Handicapped Children Act. The first section provides numbers of Indian handicapped and gifted and talented children receiving specialized services as reported by federal agencies including the Bureau of Indian Affairs (BIA), the Department of Education's Office of Civil Rights, and the Head Start Bureau. Children served and categories of exceptionality are compared for 1977-78 amd 1983-84, and percentages of children served by the BIA are compared to figures for the country as a whole. The second section discusses the educational settings where handicapped students are served, again comparing BIA and national figures. Section 3 indicates how selected federal programs have contributed to educational opportunities for American Indians. Brief descriptions cover state grant programs, discretionary grant programs, the Head Start Act, the Indian Education Act, the Education Amendments of 1978, and the Vocational Rehabilitation Act. The concluding section focuses on educational needs including services for gifted and talented students and preschool handicapped students, improved vocational education, and more Indian professionals working in special education and related service fields. (JHZ)

Paillet, Jean-Pierre
Linguistics and High Technology.
PUB DATE- 85
NOTE- 11p.; In: Carleton Papers in Applied Language Studies. Volume II, 1985. Aviva Freedman, Ed. (FL 015 530).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Applied Linguistics; *Artificial Intelligence; *Biology; Futures (of Society); *Information Science; Interdisciplinary Approach; *Semiotics; *Technological Advancement; Trend Analysis
IDENTIFIERS- *Bioengineering

There are two main areas of activity hidden behind the catch-phrase "high technology": the domain of computers and communication, and biological engineering. Because both deal with patterns of organization and information, it would seem that linguistics could contribute to their advancement. The main concept in information systems is distinctiveness, with its attendant notion of code. The

main activity in information technology is the designing, implementation, and checking of devices capable of effecting specified operations on codes while preserving certain types of distinctiveness. Similarly, in biological engineering, the primary concern is with genetic codes expressed in the systems of the cell. The type of awareness linguists have developed about language, or psychologists and ethnologists about other sense systems, is needed to bring scholars in technology a wider, contextual perspective on what they are trying to do, especially since the objects they are dealing with are increasingly linked to their contexts. (MSE)

ED 267 619 FL 015 571

Canale, Michael; And Others
Microcomputer Software for Language Arts: Survey and Analysis.
Informal Series: 63.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-5075-4
PUB DATE- 85
NOTE- 49p.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction; *Computer Software; *Courseware; Elementary Secondary Education; Foreign Countries; Information Systems; *Material Development; *Microcomputers; Networks; Second Language Instruction; State Surveys; Teacher Developed Materials
IDENTIFIERS- Ontario

A report on a two-year study of the use of microcomputers in language arts programs in Ontario provides information on the following topics: background and orientation of the study; project goals and methods; summary of needs and recommendations from the first year of the study; results from the second year; and general recommendations. The study surveyed 79 boards of education in Ontario, analyzed the quality and suitability of available software as well as software that was being developed, and made provisions for dissemination of findings to aid future software development. The four major recommendations are that: (1) language educators reflect on not only what is being done with computers but also what is being done without them, to measure the value of instructional methods; (2) teachers give priority to software "tools" and student-oriented programs, even those not explicitly designed for language instruction, rather than teacher-oriented software whose principal advantage is convenience; (3) software analysis be viewed as an ongoing part of software use; and (4) microcomputer resource centers be established at the boards of education and used for sharing information about current microcomputer uses, computer use planning, and as a software library and electronic bulletin board. (MSE)

Personnel Requirements. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-11
PUB DATE- Jun 85
NOTE- 14p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Employment Patterns; Higher Education; *Job Development; *Microcomputers; *Occupational Information; Program Descriptions; *Staff Development; Staff Role
IDENTIFIERS- Apple Macintosh; *Drexel University PA

In 1983, Drexel University became one of the first universities in the country to require all incoming students to have personal access to a microcomputer. To support this program, a considerable staff was needed to perform ongoing functions as well as numerous special-purpose, one-time-only tasks. This paper describes the positions that were established to facilitate the microcomputing requirement and discusses the qualifications that seemed most valuable in filling these positions as the program evolved. Changes in positions and the reporting structure that occurred over the first two years of the program are shown in two organizational charts. Positions and responsibilities constantly evolved as the program grew and needs changed and a comparison of the two charts shows the evolutionary integration of the microcomputing program into the regular university structure. Positions described include: Director of the Microcomputing Program; Coordinator, Technical Planning; Coordinator, Special Projects; Coordinator, Faculty Development; Manager, Academic Computing; Manager, Software Development Group; Manager, Micro User Support Group; Coordinator, Information Services; Manager, Equipment Support Group; Manager, Microcomputer Administration; and Manager, User Services. (THC)

ED 267 770 IR 012 138

Grabinger, R. Scott

Relationships among Test Format Variables in Computer-Generated Text.

PUB DATE- Jan 86
NOTE- 31p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121. Portions of appendices contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Attitude Measures; Cognitive Style; Computer Assisted Instruction; Cues; *Design Preferences; Higher Education; *Instructional Design; *Layout (Publications); Microcomputers; Publications; Tables (Data); *Textbook Preparation; Textbook Research; *Undergraduate Students
IDENTIFIERS- AECT Research and Theory Division Meeting; *Printed Materials

Several text format variables were examined in an attempt to identify the ways in which these variables interact in specific design combinations. The variables include: heading location (embedded or isolated); line length (short or long); space between lines (single or double); paragraph indication (indented or spaced); use of running heads (present or absent); and directive cues (present or absent). Sixty-four computer text types were designed using all possible combinations of the six bivariate text format variables. The text items were distributed to 31 undergraduate students, who sorted them into seven normally distributed categories (Q-sort procedure) based on their perceived study-ability. Data from the Q-sort were analyzed via a six-way repeated measures analysis of variance, and two significant five-way interactions were found. Results suggest several text design considerations: (1) the presence of a running head was preferred, and its interaction with the other variables usually served to improve the study-ability rating of the text type; (2) the presence of a directive cue is also a preferred design condition; (3) while double spaced text was preferred, a single spaced text with running head and/or directive cue would be preferred over a double spaced version without these variables; (4) the location of headings had the greatest effect on the ratings, although this effect was unpredictable; and (5) line length did not appear to be a significant factor for study-ability, though short lines were preferred. A list of references, sample stimuli and instructions for the subjects, four data tables, and three figures are provided. (Author/JB)

ED 267 824 IR 051 485

Mech, Terrence
Staffing Patterns in Pennsylvania's Private College Libraries: Survey Results.
PUB DATE- Nov 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; Library Automation; *Library Personnel; Library Research; *Library Services; Library Statistics; Library Surveys;

Library Technical Processes; *Private Colleges; Questionnaires; Staff Utilization
IDENTIFIERS- *Pennsylvania

The major purpose of this brief descriptive study was to determine the levels of professional and support staffing within the administrative, technical, public, and media services areas of Pennsylvania's private college libraries. The study also includes comparative data on student assistant staffing. Questionnaires were mailed to library directors of 60 private colleges in Pennsylvania. Colleges surveyed were private, Middle States accredited institutions designated as II A (diverse post-baccalaureate programs, but no significant doctorate level programs) and II B (baccalaureate institutions) according to the American Association of University Professors' rating scale. The questionnaire was a modified version of the Council of Independent Colleges' Library Cost and Services Module, Data Collection Instrument. Usable responses were received from 35 colleges (58%), including both colleges with national reputations and less prestigious colleges with limited resources. Findings are reported in the areas of staff composition and distribution, student assistants, automation, and other factors. Comparisons are also made with "The Standards for College Libraries" and the results of a survey of Pennsylvania's state college libraries. A copy of the questionnaire is included. (Author/THC)

ED 267 853 JC 860 151

Silverman, Robert
Staff Development at Santa Monica College.
Santa Monica Coll., CA.
PUB DATE- Dec 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Literacy; Consortia; *Faculty Development; Inservice Teacher Education; Management Development; Mentors; *Professional Development; Program Descriptions; *Staff Development; Staff Orientation; Two Year Colleges

A description is presented of the staff development program at Santa Monica College (California). Introductory comments describe the program goals of improving educational quality; providing all staff members with opportunities to develop; fostering professional variety; providing opportunities for discussion of indigenous problems; exploring new ideas; and orienting faculty. The bulk of the report consists of descriptions of the following program activities: (1) Project Synergy, which was initiated in July, 1985, to coordinate professional development activities, explore retraining opportunities, make recommendations, and develop a 5-year plan for staff development at the college; (2) the New Faculty Orientation and Mentor Program; (3) the Developing College Leadership Project, in which 10 women who exhibited leadership qualities were chosen to participate in a year-long project to strengthen their leadership skills; (4) the Computer Literacy Program; (5) the Tri-State Institute for Professional Development, which brought together community colleges in Arizona, California, and Hawaii to share staff development ideas and resources, develop cooperative staff development projects, facilitate faculty exchanges, build a network of staff development offices, and draft policy; and (6) professional development leaves. Finally, program results are reviewed. (LAL)

ED 267 882 JC 860 187

Decisions 1985, Directions 1984: Progress Report.
Alabama State Dept. of Postsecondary Education, Montgomery.

PUB DATE- Jan 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Community Colleges; Correctional Education; Curriculum Development; *Educational Assessment; *Educational Change; *Educational Development; Educational Policy; Professional Development; Program Evaluation; School Business Relationship; School Effectiveness; School Holding Power; State Colleges; *Statewide Planning; Technological Advancement; *Two Year Colleges
IDENTIFIERS- *Alabama; *State Issues

In 1984 and 1985, professional personnel from each college in Alabama were asked to assist the Alabama State Board of Education in resolving long-standing issues and concerns. This progress report summarizes the Alabama College System's accomplishments during this period. Following introductory comments by the chancellor and a list of the members of the Alabama State Board of Education, the report offers progress reports for each of the following areas: (1) Administrative and Programmatic Realignments for Shelby, Gadsden/Etowah, Huntsville/Madison, and Calhoun counties; (2) Articulation Task Force; (3) Business and Industry Council for Economic Development Task Force; (4) High Technology Task Force; (5) Partnerships for Excellence Task Force; (6) Postsecondary Policy Review Task Force; (7) Prison Education Task Force; (8) Professional Development Task Force; (9) Program Assessment/Curriculum Development Task Force; (10) Retention Task Force; and (11) Futures Planning Task Force: Dimensions 2000. For each area, the major issue is defined, task force activities are delineated, and accomplishments are summarized. Finally, task force leaders are identified. (LAL)

ED 267 925 PS 015 729

Parental and Disability Leave. Joint Hearing before the Subcommittee on Civil Service and the Subcommittee on Compensation and Employee Benefits of the Committee on Post Office and Civil Service and the Subcommittee on Labor Management Relations and the Subcommittee on Labor Standards of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 17 Oct 85
NOTE- 78p.; Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Attachment Behavior; *Employed Parents; Fathers; Federal Legislation; *Fringe Benefits; Hearings; *Leaves of Absence; Mothers; *Public Policy; Unions
IDENTIFIERS- Congress 99th; *Parent Leave; Proposed Legislation

The specific aim of the hearing was to define the nature of the problem of parental and disability leave prior to exploring the establishment of a national leave policy. After opening statements were heard, three panels testified. Panel 1 provided information about problems that families intending to adopt children have experienced in obtaining parental leave; employment and financial aid problems confronting women who have taken pregnancy leave; rule changes made by the civil service commission; and workers' benefits under the Pregnancy Discrimination Act, Title VII of the Civil Rights Act, and the proposed H.R. 2020. Panel 2 documented the need for parental leave policies. Specifically, this panel discussed experiences parents go through as they prepare for a new baby and assume responsibility for his or her care; phases in the development of the young child and the new parent; the interaction between infants and parents; and the needs of adoptive parents and their children and of families confronting the serious illness of a child. Panel 3 provided the perspectives of the United Mine Workers of America, General Foods Corporation, and the Association of Junior Leagues, Incorporated. (RH)

ED 267 729 IR 011 886

Sachs, Steven G.
Supporting Real Innovation in the 80's--Characteristics of ID Units That Will Make It Happen. A DID/AECT Occasional Paper.
PUB DATE- Jan 84
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology, Division for Instructional Development (Dallas, TX, January 20-24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Evaluation Methods; Higher Education; *Instructional Design; *Instructional Development; Instructional Materials; Position Papers; *Program Administration; *Program

Development; *Standards

Planning the activities for an instructional development unit and evaluating how well it has performed requires a set of standards against which the unit can be compared. This paper proposes a set of standards developed from a variety of references and personal experiences with instructional development units from across the country. Thirty-eight characteristics of a model instructional development unit are presented in five categories: plans and goals, organization and administration, decision making, activities, and evaluation. Eighteen references are listed. (Author/THC)

ED 267 839 JC 860 104

Martin, Margaret R.; Chapline, Elaine B.
Special Services Project: Rockland Community College, 1984-1985.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 86
NOTE- 218p.; For related documents, see JC 860 100-103.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

This report provides information on the first year (1984-85) of the third cycle of Rockland Community College's Special Services Project (SSP), a program which provides supplemental instructional and counseling services for educationally and economically disadvantaged students through college skills courses, remedial/developmental courses, and English as a Second Language (ESL) courses. The report focuses on clientele characteristics, program sites, needs assessment, curriculum development, counseling services, staff development, student outcomes, and program evaluation. Appendices include: (1) a statement of the college's competency assessment policy; (2) a report on 1984-85 student assessment and placement activities; (3) a contract for educational services; (4) a list of 1984-85 curriculum projects; (5) a taxonomy and inventory of college skills materials for classroom instruction; teacher reference; teacher information on computer assisted instruction, learning disabilities, ERIC reports, adult literacy, and miscellaneous topics; and recommended materials; (6) a list of computer-assisted instructional materials for SSP students, with sample forms for record keeping; (7) information on entry placement procedures; (8) a draft report on the search for an appropriate reading test for ESL students for mainstream placement; (9) an essay, "ESL in Adult Education: Evaluating Student Accomplishments," by Jean W. Bodman; (10) an assessment of the revised ESL curriculum; (11) reports on SSP tutoring services for college skills courses; and (12) promotional materials. (EJV)

ED 267 867 JC 860 171

Wright, Ted
The Effects of Increased Time-Limits on a College-Level Achievement
Test. Research Report No. 84-12.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Apr 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; Community Colleges; *Comparative Testing; Ethnic Groups; Females; Group Testing; Males; *Minimum Competency Testing; Test Results; *Timed Tests; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test; *Native Language

A study was conducted to determine whether increased test-taking time on a college-level achievement test would differentially increase scores for selected subgroups of community college sophomores. The study sample consisted of 181 Miami-Dade Community College (MDCC) students who were classified on the basis of native language, ethnic group, and sex. An analog of the College-Level Academic Skills Test (CLAST) was developed according to CLAST specifications and administered to the subjects. For each group, three time-limit conditions were examined; i.e., 70 minutes, 75 minutes, and 80 minutes. The findings clearly indicated that increased time limits did not result in statistically significant increases in test scores for any of the groups examined. Based on study findings, it was concluded that the analog instrument was functioning as a power test and that increased time limits would probably not result in higher test scores on the CLAST. (Author/LAL)

ED 267 896 PS 015 679

Safety and Health Guidelines for Children under Age Three in Group Care and Infant/Toddler Programs Minimum Equipment Inventory.

Child Day Care Association of St. Louis, Mo.

PUB DATE- Jun 85
NOTE- 20p.; Document printed on colored paper.
AVAILABLE FROM- Child Day Care Association of St. Louis, 915 Olive Street, Suite 913, St. Louis, MO 62101 (Safety and Health Guidelines, $3.00; Minimum Equipment Inventory, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cleaning; *Day Care Centers; Disease Control; Early Childhood Education; Equipment; Facility Inventory; Guidelines; *Hygiene; *Infants; Occupational Safety and Health; *Safety; Sanitary Facilities; *Toddlers

These booklets offer to infant/toddler group care programs complete guidelines for (1) safety and health and (2) minimum equipment inventory. The introduction to the safety and health guidelines stresses that adults should be alert and prepare the environment to minimize risks. Children then will be able to explore and play freely and safely. Relevent practices are outlined for the following: space and equipment; nutrition/feeding practices; sanitizing; diapering, toileting, and handwashing; and medications and accidents. The minimum equipment inventory provides extensive lists of safe, age-appropriate equipment and toys for both infant and toddler environments in group care settings. (DST)

ED 267 940 RC 015 660

Khazindar-Vinh, Nahid
Directory of Assessment Instruments for Limited-English Proficient Children.
Indiana State Dept. of Education, Indianapolis. Div. of Migrant & Bilingual-Bicultural Education.
PUB DATE- Jul 85
NOTE- 328p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Achievement Tests; Culture Fair Tests; Educational Diagnosis; *Educational Testing; Elementary Secondary Education; Language Dominance; Language Proficiency; Languages; *Language Tests; *Limited English Speaking; *Second Language Learning; Spanish Speaking; *Tests; Test Selection; Uncommonly Taught Languages
IDENTIFIERS- *Assessment Instruments; *Native Language Assessment

Compiled for educators who evaluate limited-English proficient (LEP) students, this directory lists over 200 tests available in 19 languages in addition to English. Tests are listed alphabetically by language, with a description that provides the name of the instrument, area tested, purpose of the test, grade or age level for which the test is intended, publisher, copyright date, price, administration time, and institutions that can supply copies of the test. Areas of assessment and the number of tests listed for each are as follows: adaptive behavior (1), aptitude (4), articulation (4), achievement (14), attitude (10), auditory processing (3), basic concepts (1), developmental stage (1), intelligence (37), language (97), mathematics (4), personality (3), readiness skills (7), reading and writing (18), and vocational proficiency (10). There are 101 tests in Spanish, 22 in French, 17 in Chinese, 13 in Portuguese, and 12 in Italian. From one to four tests are listed for Armenian, Cambodian, Creole, Danish, Dutch, German, Hebrew, Ilokano, Japanese, Korean, Laotian, Samoan, Tagalog, and Vietnamese. The 17 tests listed in English include language dominance tests and achievement and aptitude tests intended for bilingual and/or multicultural groups. Tests are cross-referenced by title and area of assessment. (JHZ)

ED 267 589 FL 015 465

Boss, Roberta
Play on Words: Teaching Sentence Expansion and Modification by Computer.
PUB DATE- 85
NOTE- 7p.; In: WATESOL Working Papers, Number 2. Fall-Winter 1984-85 (see FL 015 460).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; *Creative Thinking; *English (Second Language); Higher Education; Microcomputers; Remedial Programs; Second Language Instruction; Sentence Combining; *Sentence Structure; *Student Participation; Teacher Developed Materials; *Writing Instruction

The approach to writing as a process of problem-solving through experimentation is used in a sentence-expansion technique for college-level remedial English. Students are presented with an uninteresting, two-sentence story that they expand by experimentation, building confidence in their knowledge of appropriate sentence structure and grammar. The same process of experimentation and discovery could be accomplished with a teacher-authored microcomputer word-play program that would facilitate on-screen comparison of alternative sentence structures and possibly provide animated words and special graphics. The program could provide syntactical or grammatical prompts, according to the teacher's purpose and desire for structure, making all sentences grammatically acceptable and freeing the student of concern about errors. A similar technique could be used for making sentence-combining exercises more interesting. (MSE)

ED 267 634 FL 015 586

Hughes, George; Chinn, Clark
Building Reading Vocabulary through Inference: A Better Classification of Context Clues.
PUB DATE- 86
NOTE- 17p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Context Clues; *Inferences; Reading Skills; *Second Language Learning; Semantics; Syntax; *Vocabulary Development; *Word Recognition

Beyond the first several thousand most commonly used words in a language, direct vocabulary instruction is not efficient. Use of inferential skills then becomes the most effective way of learning new vocabulary; it is the way native speakers build their 60,000 word vocabularies. Because the skill is not automatically transferable, it must be systematically taught to students of foreign languages. This task is best accomplished with a good classification scheme for context clues. An improved classification system that uses grammatical as well as semantic clues and that stresses both structural and semantic dimensions has been developed. It consists of four overall categories: direct-explanation, overall-context, trans-sentence, and intra-sentence clues. For each of the last two categories there are two dimensions, structural and semantic. The scheme can be useful for native English speakers, learners of English, and learners of other foreign languages. Five tables display each category, including definitions, examples, and illustrative sentences. (MSE)

ED 267 648 FL 015 630

TECFORS, A Newsletter for Instructors of Writing and Reading to ESL and Bi-Lingual Adult Students. Volume 5, 1982.

Houston Univ., TX. Dept. of English.
PUB DATE- 82
NOTE- 40p.
AVAILABLE FROM- Department of English, Attention: Nancy Lee, University of Houston, Houston, TX 77004 ($4.00 per year; $7.00, two years).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *Classroom Techniques; College Bound Students; *English (Second Language); Foreign Students; Form Classes (Languages); Heuristics; Higher Education; *Reading Instruction; Second Language Instruction; Sentence Structure; Vocabulary Development; Writing Exercises; *Writing Instruction

Numbers 1 through 5 of the 1982 TECFORS newsletter include these articles: "A Comprehensive ESL Reading Program" (Carol Qazi); "The Purpose of the Passive" (Virginia French Allen); "'Standards' Seconded" (Timothy H. Robinson); "Vocabulary and the College-Bound International Student" (Parts 1-3) (Kerry Segel); "Using Invention Heuristics to Teach Writing" (Parts 1-3) (Ann E. Daubney-Davis); "Reading Courses in Chinese Institutions of Higher Learning" (Ann M. Johns); "Holistic Scoring of Essays" (Timothy H. Robinson); "Making the Need to Write Seem Real" (Gregory Clark); "Inner Impressions, Outer Expressions, and Real Learning" (Sue Kelly); "Sentence Construction: Bridging the Gap between Manipulation and Assimilation of Grammatical Structures" (L. Michael Evans); "Topic Schemas: A Cognitive Approach to Writing Assignments" (David A. Ross); "The Writing Strategies of ESL Students" (Mark Picus); and book reviews and notes on professional activities. (MSE)

ED 267 676 HE 019 144

Legal Documents Pertaining to Postsecondary Education. State of South Carolina.

South Carolina Commission on Higher Education, Columbia.

PUB DATE- Dec 85

NOTE- 307p.; Some pages have small or broken print.

AVAILABLE FROM- South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, SC 29201.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- College Admission; Educational Finance; *Educational Policy; Financial Support; Governance; Governing Boards; *Government School Relationship; *Postsecondary Education; State Aid; *State Colleges; *State Legislation; Student Financial Aid; Tuition

IDENTIFIERS- College Costs; *South Carolina

A compilation of provisions of the 1976 Code of Laws of South Carolina is presented, including the 1984 Cumulative Supplement, which relate to postsecondary education. Included are copies of Executive Orders issued by the Governor that affect postsecondary education. Certain acts that have not been codified are also included. Some of the laws concern specific colleges and universities. Among the provisions are the following: the State Board for Technical and Comprehensive Education; Educational Facilities Act for Private Institutions; State Education Assistance Act; state institution bonds; Federal Student Aid Distribution Committee; licensing of degree-granting nonpublic institutions; preservation of student and institutional records; adult education; home study schools; vocational education; junior college course; Proprietary School Act; training, certification and evaluation of public educators; requirements for admission to graduate programs in school administration; advanced placement courses for academically talented students; residency for tuition and fees; tuition grants; scholarships; enrollment preference granted to residents for state institutions; required subjects; and presidents of student bodies on boards of trustees. (SW)

ED 267 702 HE 019 186

Barber, Elinor G., Ed.; And Others
Bridges to Knowledge: Foreign Students in Comparative Perspective.
REPORT NO.- ISBN-0-226-03709-6

PUB DATE- 84
NOTE- 258p.; Most of contents originally appeared in "Comparative Education Review," May 1984.
AVAILABLE FROM- University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637 ($12.95, paper copy--ISBN-0-226-03709-6; $25.00, cloth copy--ISBN-0-226-03708-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Students; *Comparative Education; Developing Nations; Economic Factors; Educational Development; English (Second Language); Foreign Countries; *Foreign Students; Higher Education; *International Educational Exchange; Political Influences; Professional Development; *Public Policy; Student Needs; *Study Abroad
IDENTIFIERS- Africa (Sub Sahara); Asia; Australia; China; Europe (West); Great Britain; Peru; United States

Foreign study is examined from different perspectives, especially comparative ones, in 15 articles. Attention is directed to: the significance of foreign study for developing countries, national and regional policies and trends, development strategies, political and institutional dilemmas, a bibliography and a literature review. Titles and authors are as follows: "Introduction: Comparative Perspectives" (Elinor G. Barber, Philip G. Altbach, Robert G. Myers); "The Institutionalization of Overseas Education" (Norman Goodman); "Educational Exchanges and the Transformation of Higher Education in the People's Republic of China" (John N. Hawkins); "Professional Training and Institution Building in the Third World: Two Rockefeller Foundation Experiences" (James S. Coleman); "The Economic and Political Impact of Study Abroad" (Gerald W. Fry); "Britain's Full-Cost Policy for Overseas Students" (Peter Williams); "Overseas Students in Australia: Governmental Policies and Institutional Programs" (Stewart E. Fraser); "Foreign Study in Western Europe: Policy Trends and Issues" (Alan Smith); "Going Overseas for Higher Education: The Asian Experience" (William K. Cummings); "Foreign Training and Development Strategies" (R. Myers); "Overseas Training and National Development Objectives in Sub-Saharan Africa" (Joyce Lewinger Moock); "The Political Dilemmas of Foreign Study" (Hans N. Weiler); "Institutional Culture and Third World Student Needs at American Universities" (David Lansdale); "International Students and Study-Abroad Programs: A Select Bibliography" (Y. G.-M. Lulat); and "English as a Second Language: An Overview of the Literature" (Robert B. Kaplan). (SW)

ED 267 716 HE 019 201

Broyles, Susan G.
Institutions of Higher Education: Index by State and Congressional District, 1984-85.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-85-304

PUB DATE- 85
NOTE- 245p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Enrollment Trends; *Fees; Geographic Location; Graduate Study; *Higher Education; Institutional Characteristics; Legislators; Noninstructional Student Costs; Private Colleges; *School Location; State Colleges; *State Surveys; *Tuition; Two Year Colleges; Undergraduate Study

A state and congressional district listing of higher education institutions is presented. The institutions offer at least a one-year program of college-level study leading toward a degree and meet accreditation standards required by the Department of Education. The list includes the names of Senators, Representatives, and other elected officials of the 99th Congress, their states and congressional districts, and each institution of higher education located therein. Institutions are identified by control and type, and 1983 enrollment data are included, along with the tuition and fees data for the 1984-85 academic year. Room and board charges are also indicated, along with the number of days per week the college operates. The following categories are included under institutional control: public, nonprofit, and proprietary. Types of institutions include: two-year, general baccalaureate, comprehensive, doctoral-level, special divinity, special engineering, special law, special medicine, special health, special art and music, special education, and newly added. (SW)

ED 267 809 IR 051 470

Cook, Donald C.; And Others
Preservation at Stony Brook. Preservation Planning Program. Study Report.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jul 85
NOTE- 40p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Emergency Programs; Higher Education; Library Administration; *Library Facilities; *Library Materials; *Library Planning; Library Research; Long Range Planning; Position Papers; *Preservation; Research Methodology; Self Evaluation (Groups)
IDENTIFIERS- *State University of New York Stony Brook

This final report is a product of a Preservation Planning Program (PPP) self-study conducted by the State University of New York (SUNY), Stony Brook, working with the Association of Research Libraries' (ARL) Office of Management Studies (OMS). The PPP is designed to put self-help tools into the hands of library staff responsible for developing plans and procedures for preserving library materials. A study team first conducted a background study to acquire an overview of the factors in the library that related to preservation. The study team appointed task forces of both staff from throughout the university libraries and some key personnel from non-library areas, and charged them with collecting and analyzing data in order to assess: (1) the effect of the present state of environmental conditions on the preservation of library materials; (2) patterns in the physical condition of the collections; (3) strengths and weaknesses of preservation resources currently available to the Library; (4) the vulnerability of the collections to physical disasters; and (5) the strengths and weaknesses of the current library preservation activities and their administration and organization. In addition to summaries of the task force reports, this document contains task force membership lists; background information on the study; and discussions of libraries in their institutional setting, external factors affecting preservation, and identifying the problems at Stony Brook. Recommendations are offered in the following areas: physical housing, shelving, and support systems; preservation, replacement and reproduction decision making; physical treatment; internal and external organization; and staff and user education. A brief implementation plan concludes the report. (THC)

ED 267 911 PS 015 710

Take a Giant Step: An Equal Start in Education for All New York City Four-Year-Olds. Final Report of the Early Childhood Education Commission.

New York City Office of the Mayor, N.Y.
PUB DATE- Mar 86
NOTE- 280p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; Educational Finance; *Educational Innovation; *Educational Quality; Enrollment Trends; Outcomes of Education; *Preschool Education; Program Implementation; *Public Schools
IDENTIFIERS- *New York (New York); Project Head Start

In July of 1985, Edward Koch, the Mayor of the City of New York, appointed a Commission to develop recommendations for beginning the phased implementation of universally-available preschool education for 4-year-olds beginning in September, 1986. This report constitutes the Commission's reply to the Mayor's request. Chapter 1 presents 10 recommendations with rationales and key supporting data. Chapter 2 describes and interprets the national and local research on the outcomes of preschool education and explains why the research supports the Mayor's proposal. Chapter 3 details the demographics and the enrollment patterns of the city's 4-year-olds. Chapter 4 provides a description of the three delivery systems that currently provide preschool educational programs, including legislative and funding history; a program model; eligibility criteria; funding sources and levels; staff qualifications and training provisions; and monitoring and evaluation provisions. Chapter 5 lays out the nine essential program components and associated rationales believed essential to accomplishing the goals of the program. Chapter 6 provides a guide on how recommendations might be implemented in the program's first year. Chapter 7 concludes by presenting the proposed budget necessary for program implementation. Nine pages of references are included; appended materials describe Department of Parks and Recreation preschool programs and chart early childhood program components. (RH)

ED 267 954 RC 015 680

Special Report of the Ombudsman for Alberta Re: Complaints of the Lubicon Lake Indian Band.

Alberta Office of the Ombudsman, Edmonton.

PUB DATE- Aug 84

NOTE- 59p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- American Indian Education; *Canada Natives; *Federal Indian Relationship; Foreign Countries; *Grievance Procedures; *Ombudsmen; *School Construction; Tribes

IDENTIFIERS- *Alberta; Canada; Land Claims; Legal Rights; *Lubicon Lake Indian Band; Trapping

The Ombudsman for Alberta investigated five allegations raised by the Lubicon Lake Indian Band: (1) that provincial officials had deliberately allowed fires in the Band's traditional area to rage unchecked; (2) that provincial and oil company workers had been instructed to bulldoze deliberately Indian traplines and to scare game out of the area by firing rifles off into the air; (3) that some members of the Band signed agreements under the Land Tenure Program after being misled by provincial officials as to the nature of those agreements, or under duress; (4) that provincial officials acted improperly in advising a Band employee that he was a squatter on Crown land, and must either purchase or lease the land or move his improvements; and (5) that officials of the Northland School Division acted improperly in connection with a proposal to build a school at Little Buffalo, the community where most members of the Bands resided. The Ombudsman concluded that there was no evidence to support most of the charges made and that, until the underlying issue motivating the allegations--the unresolved land claim--is resolved, strained relations between provincial officials and Band leaders and members will continue. (NEC)

ED 267 969 SE 046 491

Cox, Dorothy A., Ed.; Stapp, William B., Ed.
International Perspectives on Environmental Education: Issues and Actions. Proceedings of the 1st International and 13th Annual Conference of the North American Association for Environmental Education (Banff, Alberta, Canada, October 5-9, 1984).
North American Association for Environmental Education, Troy, OH.; Wisconsin Univ., Madison. Inst. for Environmental Studies.
PUB DATE- Feb 86
NOTE- 352p.
AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($9.00, member, $11.00, nonmember).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Conservation (Environment); Conservation Education; Developing Nations; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Government Role; Higher Education; *Instructional Development; International Educational Exchange; *Natural Resources; *Nonformal Education; Outdoor Education
IDENTIFIERS- *Environmental Issues; Informal Education

The proceedings of the first International Conference of the North American Association for Environmental Education (NAEE), which was also the 13th annual conference of the National Association of Environmental Education as the NAEE was formerly known, provides as complete a record as possible of the conference activities. Papers and reports are listed alphabetically by presenters in 10 general sections. Keynote speeches are given full length while abstracts of 1500 words or less are given for the remaining papers. Sections included are: (1) major addresses (representing perspectives from Canada, the United Nations, the United States, and Australia); (2) Banff Declaration (affirming a commitment to a new governmental ethic); (3) sections workshop report (focusing on ecological sustainable development); (4) international issues and actions (reviewing programs and conditions in Swaziland, Brazil, Barbados, Norway, India, Egypt, New Zealand, and Thailand); (5) governmental roles (including a symposium on Canada/U.S. relations and panels on information systems and a national center for environmental education); (6) issues (covering such topics as acid rain, nuclear arms, toxic substances, and population); (7) nonformal education (considering parks, centers, churches, and environmental history); (8) tertiary education (examining training programs); (9) curriculum (describing outdoor progress, community issues, technology, energy, and computers); and (10) research (reporting on attitudes, behaviors, cognitive models, evaluation, and curriculum materials). (ML)

ED 267 605 FL 015 535

LeBlanc, Raymond
Second Language Student Placement through Self-Assessment.
PUB DATE- 85
NOTE- 14p.; In: Carleton Papers in Applied Language Studies. Volume II, 1985. Aviva Freedman, Ed. (FL 015 530).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Applied Linguistics; *College Second Language Programs; English (Second Language); Foreign Countries; French; Higher Education; Language Tests; *Program Effectiveness; Questionnaires; *Self Evaluation (Individuals); State Universities; *Student Placement; *Test Use; *Test Validity
IDENTIFIERS- University of Ottawa (Canada)

Research suggests that the learner is the only one who knows, intuitively, the relationship between the objectives of the evaluation and his or her actual knowledge at any given time. Experience shows that students use some form of self-assessment in the normal classroom setting. The University of Ottawa's Centre for Second Language Learning undertook a system of student placement by self-assessment that was initially designed to answer three questions: (1) whether first-year university students could assess their second language performance by way of a questionnaire; (2) what constituted an effective questionnaire; and (3) what the real effects of using a self-assessment questionnaire would be. The first issue was addressed by comparing first-year student questionnaire responses with standardized proficiency test results. It was found that the students were capable of evaluating their performance. The second question was addressed by comparing responses to two questionnaires, differing in format and in situational emphasis. Results supported using questions linked to students' actual situations. The third question was addressed by examining placement changes to assess the questionnaire's predictive value. Results showed fewer placement changes using the self-assessment approach. Based on these findings and practical considerations, the questionnaire has been adopted as the sole placement instrument. (MSE)

Shrum, Judith L.
An Ethnographic Evaluation of a FLES Program.
PUB DATE- 29 Nov 85
NOTE- 18p.; Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Classroom Techniques; Educational Objectives; *Ethnography; Evaluation Methods; *FLES; Formative Evaluation; French; Intermediate Grades; *Interviews; Parent Attitudes; *Program Effectiveness; *Rural Schools; Scores; *Second Language Programs; Spanish; Student Attitudes; Summative Evaluation; Teacher Attitudes

Evaluation of a French and Spanish second language program in grades four through seven of a rural school system has begun with a formative evaluation for the first three years and will conclude with a one-year summative evaluation. The research questions focus on four concerns: (1) school personnel and parent perceptions of the program during its first year; (2) what student achievement can be expected after one, two, and three years of instruction at 30 to 45 minutes twice weekly; (3) the methodology's consistency with current approaches; and (4) the best commercially-produced materials. Four data sources were considered in the first year of evaluation: interviews with people involved and not involved with the program, student scores on teacher-made tests, classroom observation, and preference surveys. All of these methods are to be used again at various points during the overall evaluation process. Findings about the program's first year include improved listening and use of memory among participants, improved academic achievement and attitudes among learning disabled students, interest among younger and older children, teacher and administrator interest and support, and parent support. Negative effects include loss of learning time, interruption of classes, variable student behavior upon returning from language instruction, and scheduling difficulties. (MSE)

ED 267 663 HE 018 879

Hawes, Gene R.
The College Board Guide to Going to College While Working. Strategies for Success.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-207-5
PUB DATE- 29 Nov 85
NOTE- 142p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Adult Students; Ancillary School Services; Career Planning; Check Lists; *College Choice; *College Students; Decision Making; Employment; *Financial Aid Applicants; Glossaries; Higher Education; Money Management; Part Time Employment; School Registration; Self Evaluation (Individuals); *Student Adjustment; *Student Employment; Student Rights; Study Skills; Time Management

Practical advice and proven strategies for fulfilling college goals while holding down a part- or full-time job are offered to students, with a focus on adult students. Attention is directed to: evaluating talents, interests, and career aims to determine college plans; locating the most suitable college and degree programs; financing the cost of college; organizing the process of applying for admission and financial aid; avoiding the "traumas" of registering for the first time and starting classes; combining the demands of school with those of home and work; building study skills for confidence and good grades; managing time efficiently and effectively; and asserting student rights and using college services. Specific contents cover: potential advantages of getting a degree; careers entered after attaining associate and bachelor's degrees; using special guidance services or books on setting career goals; and recognized colleges requiring little or no classroom attendance. Case histories that give readers insight into how other working adults have reached their college goals are provided, along with checklists, schedules, charts, and record sheets to help plan each step. A glossary of college terms and a brief annotated bibliography are also included. (SW)

ED 267 689 HE 019 157

Reams, Bernard Dinsmore
Research Interactions between Industry and Higher-Education: An Examination of the Major Legal Issues Involved in Four Representative Contracts.
PUB DATE- 84
NOTE- 536p.; Ph.D. Dissertation, Saint Louis University. This dissertation was a runner-up in the 1985 Dissertation of the Year competition sponsored by the Association for the Study of Higher Education.
AVAILABLE FROM- University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106 ($31.50).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Contracts; *Cooperative Programs; Higher Education; *Industry; Laws; *Legal Responsibility; *Research Projects; *School Business Relationship
IDENTIFIERS- Anheuser Busch Company; Hoechst A G; Mallinckrodt Inc; Massachusetts General Hospital; Monsanto Company; *Sponsored Research; Washington University MO

The use of complex research agreements for joint research activities between industry and universities is assessed, with attention to the legal rights of the contracting parties. The focus is research relationships between a university and a company or an individual scientist and industry. The historical development and legal foundation of industry-university collaboration are traced. Major legal issues relating to sponsored research agreements are addressed, including contract law and the common law of higher education, general contract law and business law concepts, general contract law and statutory guidelines, and dispute resolution. Conditions necessary for successful university and industry joint research ventures are examined, and four specific research agreements are considered: Massachusetts General Hospital and Hoechst A.G. Contract of 1980; The Washington University and Mallinckrodt, Inc. Agreement of 1981; The Washington University and Monsanto Biomedical Research Agreement of 1982; and The Washington University and Anheuser-Busch Companies, Inc., Micromixing Research Agreement of 1983. Also considered are the future potential for consulting and models/guidelines for contracting for innovation.

The texts of the four agreements are appended. (SW)

ED 267 730 IR 011 998

Giacquinta, Joseph B.
Educational Microcomputing at Home: A Comparative Case Analysis of Twenty Families with Children.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 29p.; Paper presented at the Conference on Computers in the Home (Washington, DC, June 7-8, 1984). For a related paper, see IR 011 999.
CONTRACT- P-84-0020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Attitudes; Case Studies; Children; Computer Assisted Instruction; Computer Software; *Family Environment; Family Involvement; Family Life; Information Retrieval; *Microcomputers; Programing; Tables (Data); Technological Advancement; *Use Studies; Word Processing

This paper presents the first comparative findings emerging from 20 individual case studies into the adoption, use, and effects of microcomputers in families. The 20 families are first described according to a number of key demographic characteristics--socioeconomic, nationality, parent occupations, number and ages of children, etc. An examination of the dynamics behind adoption of this technological innovation and the extent to which educational goals played a major role in the adoption process follow. The report then focuses on the use of the home microcomputer by children in these families and attempts to determine: (1) the ways in which the children are engaged, if at all, in educational microcomputing, and (2) why their educational

microcomputing takes the form(s) it does. The paper ends with a discussion of the potential future aspects of the relationship between family and school if the use of microcomputers for educational purposes by children at home continues to grow. Additional topics addressed include computer programming as the dominant educational activity and the resistance of family members to the use of professionally prepared educational software. A list of references is provided. (JB)

ED 267 758 IR 012 126

Canelos, James; And Others

External Pacing as an Instructional Strategy for the Design of Micro-Computer Based Instructional Programs to Improve Performance on Higher Level Instructional Objectives.

PUB DATE- 10 Dec 85

NOTE- 20p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121; for a related paper, see ED 256 310.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; Cognitive Processes; Cognitive Style; *Computer Assisted Instruction; *Conceptual Tempo; Hypothesis Testing; Individual Differences; *Instructional Design; *Intermode Differences; *Microcomputers; *Pacing; Research Methodology; Tables (Data); Time Factors (Learning); Visual Learning

IDENTIFIERS- AECT Research and Theory Division Meeting; *External Pacing; Instructional Effectiveness

Research was conducted to further investigate the results of an earlier 1985 study (Dwyer, et al.) which found that a moderately externally-paced microcomputer-based instructional program was more effective than either a self-paced or a more aggressive externally-paced condition. Instructional programs (heart parts and verbal labels) were identical to the earlier study; the only overall change was the addition of a 5-second delay after presentation of a visual in which no verbal instructions were presented. Two of the instructional conditions provided an imaging cue which occurred with every five to seven instructional displays in the sequence of 57 displays. Two hundred subjects (freshmen from Ohio State University) were randomly assigned to four instructional conditions, and then randomly assigned to the imagery training and no training groups within their instructional condition. Analysis of variance was conducted on data collected from 168 subjects. Results indicate the visual delay forced the subject to concentrate on the visual display of the heart and labels, thus improving overall information processing. This information supports the hypothesis that putting the learner in complete control of instruction may not be the best teaching method for computer-based instruction. Additionally, the existence of an external control, i.e., a cue to form images, may provide students with needed support. Seven data tables, two figures, and a list of references are provided. (JB)

ED 267 783 IR 012 151

Leidman, Mary Beth; Lamberski, Richard J.
A Methodology in Studying Noncommercial FM Radio Stations--A Case Study.
PUB DATE- 20 Jan 86
NOTE- 16p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For the entire proceedings, see IR 012 121; for a related paper, see IR 012 150.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; Audio Equipment; Budgets; Case Studies; Financial Support; *Higher Education; National Surveys; Operating Expenses; Programing (Broadcast); Questionnaires; *Radio; *Research Methodology; Resource Allocation; Resource Staff; Statistical Analysis
IDENTIFIERS- AECT Research and Theory Division Meeting; *National Public Radio

To examine the state of college- and university-affiliated noncommercial FM radio, a survey was conducted of all college and university stations nationwide which were identifiable through the 1982 Broadcasting Yearbook (N=670). The questionnaire requested information concerning demographics, funding, organization and structure, personnel, operation, programming, and philosophy or mission. A question to identify National Public Radio (NPR) affiliates was included to isolate and develop this subcategory. Findings are derived from 243 completed questionnaires (36.3% response rate); NPR responses equaled 51, representing 7.91% of the total population and 21% of the returned replies. Three noncommercial groups were identified-NPR affiliates, large non-NPR affiliates (over 10 watts), and small non-NPR affiliates (10 watts or under). Results indicate: (1) a majority of stations are expected to carry out fully functional operations on a small financial base; (2) NPR stations have superior budgetary bases as compared to other demographic groups; (3) non-NPR affiliate stations have inadequate technical support; (4) station format varies widely by group and institutional expectations; (5) programming covers the full range of sound, from classical to jazz to rock; and (6) the station philosophy varies depending upon station market thrust and selected format. Recommendations for improving the questionnaire and survey procedures in future studies are presented. A list of references and the survey instrument complete the document. (JB)

ED 267 796 IR 012 164

Treimer, Margaret; Simonson, Michael R.
Old Wine in New Bottles: Subliminal Messages in Instructional Media.
PUB DATE- Jan 86
NOTE- 19p.; Paper presented at the Annual Convention of the Association for Educational Communications Technology (Las Vegas, NV, January 16-21, 1986). For the entire proceedings, see IR 012 121. Data tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; Attitude Measures; Higher Education; Hypothesis Testing; Literature Reviews; Questionnaires; Research Methodology; Tables (Data); *Videotape Recordings; *Visual Stimuli
IDENTIFIERS- AECT Research and Theory Division Meeting; Subliminal Perception; *Subliminal Stimulation; *Weight Loss

This study was conducted to determine if viewing a commercially prepared videotape containing written and aural subliminal messages was more effective at producing weight loss than a videotape containing the same content, but without the subliminals. Participants included undergraduate and graduate students from Iowa State University (N=51) who were randomly assigned to two treatment groups: the experimental group who viewed the 22-minute weight loss videotape with subliminals, and the control group who viewed the same tape without the subliminal messages. After 25 viewings, within a 37-day period, subjects were measured to see if changes occurred in these areas: (1) attitude toward food and exercise (FEAT); (2) behavior toward food and exercise by change in weight and percentage of body fat; and (3) behavior toward food and exercise by incidence of high calorie-low nutritional food intake (FIR). The first two hypotheses were not supported as the tape containing the subliminal messages was not found to be more effective at producing weight loss or loss of body fat in viewers than a tape without the subliminals. Although the experimental group did show more improvement in their attitudes toward food and exercise, the difference was not significant, and the third hypothesis was also rejected. Four recommendations for further study are suggested, a list of references and two sample questionnaires are appended, and seven tables are contained in the text. (JB)

ED 267 854 JC 860 152

Phillips, Cecil G., Jr.; Kuchinsky, Charlotte A.
A Secondary/Postsecondary Program to Prepare Master Technicians.
Virginia State Dept. of Community Colleges, Richmond.; Virginia State Dept. of Education, Richmond.
PUB DATE- 86
NOTE- 46p.; A project of the Virginia Peninsula Local Education Agencies. Several pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; Electrical Occupations; *Electromechanical Technology; *Electronic Technicians; High Schools; Pilot Projects; Program Development; Public Relations; *Technical Education; Two Year Colleges
IDENTIFIERS- Master Technicians; *Virginia

A description is provided of the "Secondary/Postsecondary Program to Prepare Master Technicians," a state-funded pilot project designed to develop a "2 + 2" model in the field of electronics/electromechanical technology. Section I provides an overview of the project, a copy of the project agreement, lists of local education agency and business/industry/government participants, an organizational chart, an outline of the project structure, bylaws of the executive committee and collaboration council, a statement of project objectives, and a timetable. Section II, which focuses on curriculum development: (1) describes research to determine entry-level competencies expected by employers; (2) illustrates technical workforce changes, phases of curriculum development, the cyclical process for forecasts of occupational demand, job opportunities in the electronics/electromechanical technology field, and new technology occupations; (3) offers a brief description of the Developing A Curriculum (DACUM) approach; (4) provides a description of the master technician (MT) program, including lists of courses in the secondary and postsecondary curricula; (5) identifies advantages of the MT approach; and (6) illustrates student flow. Finally, section III presents materials developed for the project's public relations effort, with attention to the changing role of the technician; the support of business, industry and government for the program; and the promise of the academic and vocational mix of the program. Lists of speakers bureau participants and materials developed for the project conclude the report. (LAL)

TECFORS, A Newsletter for Instructors of Writing and Reading to ESL and Bi-Lingual Adult Students. Volume 6, 1983.

Houston Univ., TX. Dept. of English.

PUB DATE- 83
NOTE- 55p.
AVAILABLE FROM- Department of English, Attention: Nancy Lee, University of Houston, Houston, TX 77004 ($4.00 per year; $7.00, two years).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Bibliographies; Book Reviews; *Classroom Techniques; Culture Conflict; *English (Second Language); Foreign Students; Grammar; Reading Comprehension; *Reading Instruction; Relevance (Education); Research Needs; Second Language Instruction; Spelling; Technical Writing; Vocabulary Development; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Asians; Error Correction (Language); *Schema Theory

Numbers 1 through 5 of the 1983 TECFORS newsletter include these articles: "Topic Schemas (LL): In the Classroom" (David A. Ross); "Using Diagrams to Teach Reading Comprehension" (Tia Johnson, Judy Sheetz-Brunetti); "Correcting ESL Compositions" (Nancy Hooper); "A Schema Theory Bibliography" (Ann M. Johns); "Using Simple Diagrams to Teach Composition Skills" (Judy Sheetz-Brunetti, Tia Johnson); "Diagnosing Difficulties of the ESL Reader in the Content-Area Classroom: Psychological and Structural Factors" (Kerry Segel); "'Relevance' and the ESL Writing/Reading Class" (Ann Johns); "Reading Classes for Foreign Students: The Why and the How" (Dennis Cone); "Steps in Learning to Spell: Programs Based on Social Utility" (Thomas D. Horn); "When Asians Write: What to Expect in Grammar" (Mark Picus); "Vocabulary Development--Questions for Research and a Method for Guided Vocabulary Practice" (Ann E. Daubney-Davis); "Academic Writing versus Composition" (Macey Blackburn McKee); and "Meeting Culture Shock Head On" (Michele Molinaire). Number 3 also contains in-depth book reviews on texts for classroom use or professional development. The other numbers include short book reviews and notes on professional activities. (MSE)

ED 267 717 HE 019 202

Walton, Jean
Can You Really Be Both? Some Thoughts on the Education of Women.
American Association for Higher Education, Washington, D.C.

PUB DATE- Apr 86
NOTE- 6p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Aspiration; *Career Planning; Comparative Analysis; Females; Higher Education; Individual Development; *Interpersonal Relationship; Males; Occupational Aspiration; *Personal Autonomy; Role Perception; Self Concept; Sex Bias; *Sex Differences; Student Development; *Undergraduate Students; Values; *Womens Education; Womens Studies

The education of women, involving both their educational/career ambitions and their concern for intimate relationships, is discussed. As traditional undergraduates enter liberal arts colleges, two important developmental tasks arise: establishing a sense of self independent of family and developing a capacity for intimacy. While today's college environment emphasizes career possibilities for women, many women retain the values traditionally viewed as feminine: thinking of others, showing caring and concern, and avoiding actions that could cause disapproval. The current educational process emphasizes the development of self-identity, but gives little attention to development in regard to intimacy. Compared to females, males tend to find identity issues easier to deal with and find that college work supports their efforts in this direction. They can postpone issues relating to caring and intimacy. However, female students often need to feel connected with others and may have difficulty integrating the drives toward self-improvement and intimacy. College programs emphasize high ambition and objectivity. It is essential to recognize the degree to which the traditional curriculum is organized around male questions and values and to insure that women's studies courses and materials are present in the curriculum. (SW)

Machine Check-Out. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-12
PUB DATE- Apr 85
NOTE- 14p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Educational Practices; Flow Charts; Higher Education; *Input Output Devices; Instructional Materials; *Microcomputers; *Pretesting; Program Descriptions
IDENTIFIERS- *Apple Macintosh; *Drexel University PA

During the academic year 1983-84, Drexel University instituted a new policy requiring all incoming students to have access to a microcomputer. The computer chosen to fulfill this requirement was the Macintosh from Apple Computer, Inc. Because Drexel University received one of the first large shipments of this new product, the degree to which these machines would be perfectly operational upon arrival was unknown. Everyone associated with the Microcomputing Program at Drexel University felt it essential that students not receive faulty machines. To this end, a process was set up whereby each Macintosh received would be checked out for basic functionality and to insure that all required parts were included. This paper describes the machine check-out process during both the first and second distribution periods. Attachments include the initial proposal for the machine checkout process and the checkout workstation map with tasks and work flow indicated. (THC)

ED 267 771 IR 012 139

Hales, Robert L.; Felt, Stephen B.
Extending Graduate Level Education: A Management Model.
PUB DATE- Jan 86
NOTE- 11p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Audiotape Cassettes; *Audiotape Recordings; Autoinstructional Aids; Business Administration Education; *Distance Education; *Graduate Study; Higher Education; Independent Study; Intermode Differences; *Professional Continuing Education; Professional Development; Research Methodology; *Student Attitudes; Surveys; Teacher Student Relationship
IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness

A study was conducted to determine the effectiveness of audiotape cassette technology in delivering professional, graduate-level distance education programs to adult audiences, and to compare this method with traditional classroom instruction. Specific elements of student-teacher rapport, pacing, and attitudes towards the audiotaped course were also analyzed. On the basis of a survey of corporate managers, an MBA course, "Management Philosophy and Style," was selected to be audiotaped and used for the study. Participants included campus students enrolled in the course (with an average attendance of 18) and 15 corporate manager volunteers who received the audiotaped instruction. Preliminary information based on a comparison of the two groups' midterm examinations indicates that distance learners generally achieved higher scores on the examinations than the on-campus graduate students, and that learners reacted positively to the audiotapes, suggesting that there is a potential market for courses of this type, particularly if they are offered for credit. It is noted that this delivery system limits course offering to classes that are not highly interactive--for use in a degree system, a combination of campus and distance learning experiences would be necessary; and that the low cost of production and distribution of this delivery system make it capable of a high degree of profitability. It is suggested that audiotaped courses provide a much-needed option not presently open to most adult learners. Final study outcomes will be available in the summer of 1986. (JB)

Atkinson, Steven D., Comp.; Knee, Michael, Comp.

Subject Index to Databases Available from Computer Search Service.

State Univ. of New York, Albany. Univ. Libraries.

PUB DATE- 15 Jan 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Academic Libraries; Database Producers; *Databases; Higher Education; Indexes; *Library Services; *Online Systems; Reference Materials; Research Tools; *Subject Index Terms
IDENTIFIERS- *State University of New York Albany

The University Libraries Computer Search Service (State University of New York at Albany, SUNYA) provides access to databases from many vendors including BRS, Dialog, Wilsonline, CA Search, and Westlaw. Members of the Computer Search Service, Collection Development, and Reference Service staffs select vendor services and new databases for their support of undergraduate, graduate, and research programs on the SUNYA campus. To facilitate the use of these vendor services and more than 250 databases, a customized subject index was prepared to aid in the selection of databases for retrospective searches, end user searches, and ready reference use of online databases. The database index, which alphabetically lists all databases currently available, was created by selecting keywords and subject headings from the following five sources: (1) the database documentation created by the database vendors; (2) the database thesaurus or database user manual created by the database producer; (3) BRS' database FILE headings from the subject paragraph; (4) the Knowledge Industry Publications' database KIPI subject headings on BRS; and (5) the compilers' personal knowledge of the content of the databases. The total number of headings assigned to each database ranges from 4 to 25, and the total number of headings for the more than 250 databases is approximately 2,500. The index is available at the reference desks and in the Computer Search Service offices of the University Libraries. (Author/THC)

ED 267 868 JC 860 172

Wright, Ted
Student Appraisal of College: The Second Miami-Dade Sophomore Survey. Research Report No. 84-15.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- May 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; *College Instruction; Community Colleges; Educational Trends; Ethnic Groups; *Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; Student Characteristics; *Student College Relationship; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

In March 1984, immediately following the adminstration of the College-Level Academic Skills Test (CLAST), Miami-Dade Community College (MDCC) conducted a student survey in an effort to evaluate the educational reforms implemented at the college. The survey, which was completed by 918 CLAST examinees, focused on students' appraisal of the general educational experience, educational demands expected of students, instructional effectiveness, students' reaction to the CLAST, and student comments regarding various aspects of instruction and advising at MDCC. Analyses were conducted comparing results with those of a similar survey conducted in October 1983 and comparing responses among major ethnic groups. Study findings included the following: (1) approximately 75% of those surveyed responded positively to the items appraising educational experience; (2) 72.7% of the students indicated that course objectives were made clear by the instructors at the beginning of the term most of the time or always; (3) 62.1% agreed or strongly agreed that the quality of instruction in their classes was very good to excellent; (4) 33.1% of the White respondents, 17.2% of the Black respondents, and 23.7 of the Hispanic respondents had never seen their advisor; (5) 66.2% of the students felt prepared for the CLAST reading subtest, 69.5% for the writing subtest, 52.7% for the computation subtest, and 66.0% for the essay test. Sample student comments are included and the survey instrument is appended. (AYC)

ED 267 883 JC 860 188

The Chancellor's Biennial Report: Two Years of Progress, 1983-85.
Alabama State Dept. of Postsecondary Education, Montgomery.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Community Colleges; Curriculum Development; *Educational Assessment; *Educational Development; Educational Finance; Professional Development; Program Evaluation; State Colleges; *Statewide Planning; *Technical Institutes; Technological Advancement; Two Year Colleges
IDENTIFIERS- *Alabama

This report summarizes the activities and accomplishments of Alabama's community, junior, and technical college system for 1983 to 1985. Following an introduction by the chancellor, Charles L. Payne, the report highlights major achievements in the following areas: (1) strategic planning and management, covering activities related to critical issues, comprehensive involvement, mission statement, functional organization, personnel evaluations, professional networking, increased communication, university transfer of credit, reaffirmation of core curriculum, and linkage programs; (2) funding innovations, covering areas such as increased appropriations, line items, external funding, bond issue revenue, Tennesee Valley Authority funding, Job Training Partnership Act funding, and displaced homemaker funding; (3) institutional and systemwide responsiveness as evidenced by new programs, program revitalization, effective marketing, retention/recruitment, curriculum standards planning, services for business/industry, the New teacher Institute, and expanded prison education; (4) professional development, including information on funding, quality assurance, system workshops, retraining, return to industry, communication, and national recognition; (5) high technology instructional equipment, describing program-specific allocations, competitive grants, and full-time enrollment allocation; (6) administrative innovations; (7) personnel benefits, covering salary increases, salary contracts, K-12 teaching experience, salary schedule improvements, chairperson's compensation, summer quarter salary equalization, and work-related injuries; and (8) accountability, covering annual audits, management information system development, procedures manual for business officers, report tracking system, system planning/coordination, civil rights review, asbestos removal compliance, and capital requests authorization. (LAL)

ED 267 897 PS 015 681

Catterall, Barbara; Williams, Carol
Voucher Subsidized Child Care: The Hudson County Project.
New Jersey State Dept. of Human Services, Trenton.
PUB DATE- Sep 85
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Day Care; *Delivery Systems; Early Childhood Education; *Educational Finance; *Educational Vouchers; Family Day Care; Financial Policy; Financial Support; Program Development; Program Implementation; *Public Support; School Choice; Social Services
IDENTIFIERS- New Jersey (Hudson County); *Subsidized Child Care Services

From October 1982 through September 1984, the New Jersey Department of Human Services, Division of Youth and Family Services (DYFS) piloted a research and demonstration project to test the outcome of using vouchers to finance the public provision of child care. Because of historical funding patterns which tied day care subsidies to particular localities, eligible residents of 9 of the 12 communities in Hudson County had no access to child care subsidy before the Voucher Day Care Project: through the voucher project, the vacancies in child care slots throughout the county were made available for the first time to eligible consumers. Throughout the pilot project, a four-part evaluation procedure measured and described the following components: (1) the individual consumption decisions made by the recipients of child care vouchers, (2) the basis for these service choices, (3) the adequacy of administrative and procedural safeguards for the voucher demonstration, and (4) the project's operation. Findings of the project can be summarized as follows: (1) vouchers proved a satisfactory service delivery system for subsidized day care, (2) through the voucher project, parents were able to become informed consumers of child care, (3) the voucher project increased parental access to child care, and (4) vouchers were a cost-effective method of providing child care subsidy. Contents of the report include the following: an introduction; methodology; summary of project operations; summary of project implementation; description of level of service offered by child care providers; cost-effectiveness; assessment of voucher as an efficient delivery system; corporate outreach; and recommendations. Extensive tables are also provided. (DST)

ED 267 926 PS 015 730

Page, Jane A.; Page, Fred M., Jr.
Principals' Role Perceptions and the Perceived Effectiveness of Their Administration Preparation: A Summary Paper.
SPONS. AGENCY- Georgia Southern Coll., Statesboro.
PUB DATE- 6 Nov 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; *Administrator Responsibility; *Administrator Role; Demography; Difficulty Level; Elementary Secondary Education; *Perception; *Principals; State Surveys; Work Environment
IDENTIFIERS- *Georgia

The purposes of this study were threefold: (1) to identify school principals' perceptions of their occupational responsibilities and the academic preparation needed for those responsibilities; (2) to determine significant relationships between perceptions of preparation and perceptions of difficulty; and (3) to identify significant differences among the preceptions of groups of principals categorized on the basis of: level of school at which principals were employed, number of students enrolled in the school, years of service, highest degree attained, sex, and race. A total of 500 principals listed in "The Georgia Public Education Directory of State and Local Schools and Staff" were selected randomly for participation in the study. Data were gathered with the "Principals' Perceptions of the Principalship" instrument, a measure consisting of nine items soliciting background information, 20 items concerning role perception and preparation for the roles, one item requesting that participants identify the three role variables that consume the most time, and two open-ended questions eliciting comments related to administrative preparation. In contrast to research indicating that administrative preparation in graduate courses is of little value, findings indicate that principals generally feel adequately prepared for most role activities. This perception of preparation is highly correlated with their perceptions of role difficulty. Many perceptions were found to differ according to background variables. (RH)

ED 267 941 RC 015 661

Ford, Phyllis
Outdoor Education: Definition and Philosophy.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 15p.
CONTRACT- NIE-400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adventure Education; Camping; Conservation Education; *Definitions; *Educational Philosophy; Environmental Education; Experiential Learning; *Outdoor Activities; *Outdoor Education; *Program Content; *Recreational Activities; Recreational Programs

Because outdoor education programs occur in every geographic location, are sponsored by all levels of educational institutions, state and local government agencies, and private entrepreneurs, and have no nationally standardized curriculum or measures of competency or knowledge, outdoor education may best be defines as "education in, about, and for the out-of-doors." This simple, yet comprehensive, definition delineates where the learning takes place (in any outdoor setting), the topic to be taught (the outdoors and any cultural aspects related to the environment), and the purpose of the activity (developing knowledge, skills, and attitudes about the world). While differing in meaning, terms used instead of outdoor education include enviromental education, conservation education, resident outdoor school, outdoor recreation, outdoor pursuits, adventure education, experiential education, and environmental interpretation. When analyzed, the philosophy of outdoor education comes down to four premises: commitment to human responsibility for stewardship of the land; belief in the importance of the interrelationship of all facets of the ecosystem; knowledge of the natural environment as a medium for leisure; and acknowledgment that outdoor education is a continual educational experience. Examples of outdoor education activities and sources of information on definitions, values, philosophies, and history of outdoor education are provided. (NEC)

ED 267 590 FL 015 466

Lanier, Lois Kleinhenn
Job Satisfaction among ESL Teachers in Higher Education: A Preliminary Study.
PUB DATE- 85
NOTE- 13p.; In: WATESOL Working Papers, Number 2. Fall-Winter 1984-85 (see FL 015 460).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Faculty; *English (Second Language); Higher Education; *Job Satisfaction; Language Teachers; Second Language Instruction; Surveys; *Teacher Attitudes; Teaching (Occupation); *Teaching Conditions
IDENTIFIERS- Collegiality

The results are reported of a survey of teachers of English as a second language (ESL) in five Washington, D.C. metropolitan area university language institutes concerning the working conditions most conducive to job satisfaction. The survey found several weak indicators: style and perceived overall administrative effectiveness of the director; feelings of professional advancement; and participation in goal-setting. However, no one variable was found to significantly influence job satisfaction. Several other incidental findings of interest included the brief ESL teaching experience of the majority surveyed and the similar proportions of all respondents and less-satisfied respondents who were looking for another job. Further inquiry into these findings and into the attitudes of ESL teachers in other teaching situations, such as adult education programs, is recommended. The survey instrument and cover letter are appended. (MSE)

Book, Leon C.
Teaching Multi-Level Classes: A Lesson from the Past.
PUB DATE- 86
NOTE- 7p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; French; *Individualized Instruction; Laboratory Schools; *Multilevel Classes (Second Language Instruction); *Performance Contracts; Program Descriptions; Program Effectiveness; Secondary Education; Second Language Instruction; Spanish; *Teacher Role
IDENTIFIERS- Southeast Missouri State University

The laboratory school for Southeast Missouri State University offers individualized French and Spanish second language instruction to secondary students by scheduling them together in one multilevel class. Students progress individually and in small groups through planned, self-paced, continuous progress programs. Each student is given a checklist for each new core lesson, which contains oral, reading, and writing exercises, workbook activities, comprehension items, quizzes, and tests. Supporting audiovisual materials are available. Long-term contracts detailing the students' obligations and "compensations" are negotiated each quarter, and short-term contracts concerning homework, speaking and reading exercises, quizzes, tests, and other obligations are negotiated daily or weekly. The advantages are that students can pursue second languages despite low enrollments, the advanced language levels of all students allow exclusive use of the target language, and students learn from other students at other levels and in another language. These interactions often prompt basic sociolinguistic discussions and third-language enrollments. Administrators like the flexibility of the program, and students and parents like both the approach and the information provided them by the contracts. An important consideration is that the approach requires overt commitment and concentrated skills and effort from the teacher to orchestrate a complex teaching situation. (MSE)

ED 267 677 HE 019 145

Creswell, John W.
Faculty Research Performance: Lessons from the Sciences and the Social Sciences. ASHE-ERIC Higher Education Report No. 4, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-23-3
PUB DATE- 85
NOTE- 92p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Department PR-4, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Faculty; Faculty Development; Faculty Evaluation; Higher Education; *Productivity; Professional Recognition; *Research Projects; Scholarship; *Scientific Research; Scientists; *Social Science Research; Social Scientists; *Teacher Characteristics; Writing for Publication
IDENTIFIERS- *Faculty Publishing

The literature on faculty research performance is reviewed, with a focus on research by individual faculty members. The literature on the sociology of science and data-based results from sociological studies are emphasized. Attention is directed to measures of performance, the explanations and specific correlates likely to influence high research performance, and the practical implications of empirical studies for faculty development and evaluation. Three common measures of individual research performance are publication counts, citation counts, and peer and colleague ratings. Productivity researchers attempt to explain the variation in faculty research performance by psychological-individual factors, including superior intellectual ability, a strong motivation and drive to perform, personality traits, and background characteristics. Access to resources and advantages and reinforcements have also been linked to productivity. Additional correlates of productivity have also been investigated: prestige of doctoral program and employing institutions, rank and tenure, early productivity. Numerous correlate studies in the past 40 years have resulted in a profile of productive researchers. In addition to ideas to promote faculty development and evaluation, suggestions for future research of faculty research productivity are offered. Ten pages of references and an index are provided. (SW)

ED 267 703 HE 019 187

Lisensky, Robert P.; And Others
The New Liberal Learning: Technology and the Liberal arts.
Council of Independent Colleges, Washington, D.C.
SPONS. AGENCY- Consortium for the Advancement of Private Higher Education.; Ford Foundation, New York, N.Y.
PUB DATE- Aug 85
NOTE- 74p.
AVAILABLE FROM- Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; *College Curriculum; Computers; *Curriculum Development; *Educational Change; Ethics; Higher Education; *Liberal Arts; Problem Solving; Small Colleges; Technological Advancement; *Technology; *Undergraduate Study; Values

The need to integrate technology and liberal arts in the undergraduate curriculum is addressed in this collection of two articles and a bibliography. The monograph resulted from a project by the Council of Independent Colleges on the response of the liberal arts college to technology. In "Technology and the Liberal Arts," Allan Pfnister considers the nature of technology and its impact on contemporary life and the relationship between technology and the traditional liberal arts disciplines. He considers whether the problem-solving approach of technology is a special kind of methodology and how this methodology relates to liberal learning. Robert Lisensky's article, "Technology as Subject Matter," discusses the incorporation of technology into the liberal arts curriculum. Results of a survey on current programs in technology in small liberal arts colleges are presented, along with three case studies of colleges that have altered their curricula in the area of technology. Finally, Sharon D. Sweet's selective bibliography of readings in technology and the liberal arts is presented, with ratings of the relative importance of each publication. Each of the three sections (books, journal articles and syllabi readings) are categorized by topic. (SW)

ED 267 810 IR 051 471

Duffy, Thomas M.; Langston, M. D.
On-Line Help: Design Issues for Authoring Systems. CDC Technical Report No. 18.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PUB DATE- Nov 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); Communication Research; *Computer Assisted Instruction; *Computer Software; Guidelines; Information Needs; *Online Systems; Position Papers; Systems Development
IDENTIFIERS- *Help Systems

Part of the Communications Design Center's (CDC) on-going research on communication and document design, this report emphasizes the importance of a multi-level computer help system that goes beyond simple command descriptions to include assistance with goals and strategies within the application domain--in this case, automated authoring. The help system should be dynamic to at least some degree, basing its presentation of help options on the user's current activity. It is also suggested that an adequate help system would include both a mechanism for controlling the amount of information presented on a help request and an interactive facility to allow users to try out different features in a procedural fashion. Finally, the textual information contained in the help database must be carefully designed and structured to make the necessary assistance both accessible and understandable for maximum user efficiency. An introductory discussion of computer-based instruction (CBI) is followed by five sections: Defining the Audience; Prototype Help Systems; Factors in the Design of Help (Dynamism and Access); Information Requirements (Level of Explanation, Amount of Information Presented, Level of Detail, Categories of Information, and Tutorials); and An Evaluation of a Help System. A summary and a 42-item reference list complete the report. (THC)

ED 267 840 JC 860 130

Fontana, Valerie
Survey of San Mateo County High School, 1984-1985.

San Mateo Community Coll. District, Calif.
PUB DATE- Aug 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; Community Colleges; Community Surveys; *Educational Attitudes; *High School Students; *Parent Attitudes; Public Opinion; Questionnaires; *Student Attitudes; *Student Educational Objectives; *Teacher Attitudes; Two Year Colleges

In fall 1984, a survey was conducted of students, parents, and faculty of the San Mateo County high school community to assess their attitudes about community college education and the San Mateo County Community Colleges (SMCCC). Ten of the 30 public, private, and parochial high schools participated in the survey, including one private school and one continuation school. Responses were received from 1,397 high school freshmen, sophomores, juniors, and seniors; 330 (24%) of their parents; and 324 (52%) of the faculty members at their high schools. Study findings included the following: (1) 73% of the responding students planned to attend college immediately after high school, with 36% of these planning to begin at a community college; (2) of the students who said they did not intend to attend college (11%), the largest percentage (27%) were undecided about their plans beyond high school; (3) 48% of the college-bound students had decided to go to college during their elementary school years; (4) 75% of the faculty respondents believed that students decide to go to college during their high school years and 98% thought students waited until their junior or senior years to select a college; (5) only 36% of the faculty thought the SMCCC district was effectively communicating the transfer function; (6) 79% believed the quality of education offered by the SMCCC district was good or very good; (7) 66% of the parents indicated it was likely that their children would attend a community college; and (8) 77% of the parents thought the quality of education offered by the SMCCC district was good or very good. (LAL)

ED 267 912 PS 015 711

Hutchison, Mary Ann

Testimony of the Project Director, Head Start Mental Health National Discretionary Grant on Behalf of the American Psychological Association before the United States Senate, Subcommittee on Children, Family Drugs and Alcoholism, Committee on Labor and Human Resources on the Subject of Mental Health for Head Start Children and Families.

American Psychological Association, Washington, D.C.

PUB DATE- 27 Feb 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Early Childhood Education; Educational Needs; Emotional Development; *Family Programs; Interpersonal Competence; *Mental Health Programs; *National Programs; *Prevention; Psychiatric Services; Psychological Services; *Young Children
IDENTIFIERS- *Project Head Start

This report represents the testimony of Dr. Mary Ann Hutchison, Project Director of the mental health demonstration and research discretionary grant, "Strengthening Head Start Families: Reducing High Risk Through Mental Health Prevention/Intervention," who discusses the importance of reauthorization of Head Start's mental health component. After a summary of research supporting the need for mental health services for this population, some findings and their implications are presented from the discretionary grant that provides comprehensive mental health services to Head Start children and their families. Historically, Head Start has placed far less emphasis on the mental health component of the program than on other components. It is argued that neglecting the mental health needs of those children and families who would benefit from professional assistance jeopardizes the gains made by the Head Start program. Finally, the testimony urges a commitment to mental health to accomplish the primary goal of Head Start and the promotion of social competence of children and families, and concludes that targeting of mental health funds within Head Start with emphases on prevention, early identification, and rehabilitation is vital. (DST)

ED 267 955 RC 015 681

Leary, Jim; Stiegelbauer, Suzanne

School Success or School Failure: An Indian Example.
PUB DATE- 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *American Indian Education; *Canada Natives; Cultural Awareness; *Cultural Differences; Educational Change; *Educational Responsibility; Elementary Secondary Education; Failure; Foreign Countries; Inservice Teacher Education; Outcomes of Education; Tribes
IDENTIFIERS- *Cree (Tribe); *Manitoba

Reporting on a study of Cree Indian students from Manitoba, this paper focuses on Native education as a minority experience within the majority culture and on the culture of the school as it is experienced by minority students. A theoretical discussion presents issues involved with schooling for minorities: discontinuities, socialization for competence, and the idea of caste. Student assessment, retention, and graduation data over the past 20 years indicate change in the Native students' success in the Manitoba education system is markedly below that of the general population. The "deficit syndrome" and "discontinuity/mismatch explanation" are examined. The "cultural diversity paradigm" is presented as a more contemporary explanation that has the greatest potential for impact upon educational practice for minority students. Initiatives undertaken by Manitoba's Frontier School Division to soften the system's negative regard for the cultural capital of Native students are outlined: cultural awareness workshops and inservice training to prepare non-Native teachers for work with Native classrooms and identification of program needs and development of curricula by Native educators. (NEC)

ED 267 970 SE 046 492

Lawson, Anton E.

The Four-Card Problem Resolved? Proportional Reasoning and Reasoning to a Contradiction.

PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Adolescents; Cognitive Processes; High Schools; Hypothesis Testing; *Logical Thinking; Piagetian Theory; Science Education; *Secondary School Science
IDENTIFIERS- Formal Operations; Science Education Research

This study hypothesized that subjects who display proportional responses on the Pouring Water Task have developed the ability to comprehend logical arguments of the form referred to as "reasoning to a contradiction," while subjects who display additive responses on the same task have not. To test this hypothesis, 100 additive and proportional high school subjects (mean age 16.4 years) were administered three versions of a four-card task requiring them to reason to a contradiction before, immediately after, and one month after verbal instruction in the use of the reasoning pattern. Results were generally as predicted as most of the additive subjects failed the immediate and delayed posttest problems (62 percent and 80 percent respectively) while most of the proportional subjects succeeded (80 percent and 71 percent respectively). Group differences were significant (p less than .001). Since science is an enterprise based upon the process of falsification of hypothesis, it seems clear that this fundamental property is lost on many students as indicated by the results. Clearly, if these students are to grasp this property, a far greater effort by teachers and curriculum developers will have to be made. (Author/JN)

ED 267 606 FL 015 536

O'Brien, Trudy
Cross-Cultural Variability in Conversational Interactions.

PUB DATE- 85
NOTE- 11p.; In: Carleton Papers in Applied Language Studies. Volume II, 1985. Aviva Freedman, Ed. (FL 015 530).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Communication Problems; Communicative Competence (Languages); *Intercultural Communication; *Interpersonal Communication; Language Styles; Second Language Learning; Social Values; *Sociocultural Patterns; Sociolinguistics; Speech Communication

All speakers bring to even simple verbal encounters complex presuppositions and expectations that may create discourse interference. A second-language encounter carries a complex and often inexplicable expectation load. Language expresses meaning and intentions, but also carries social import. The value or appropriateness of speaking itself varies interculturally and intraculturally when it is considered in combination with sex, age, or participant status. Styles of presentation, including speech style, use of phatic communion, overlapping and turn-taking, and nonverbal behavior, vary considerably within and among groups. Nonnative speakers who do not know the codes or rituals of a group, or who use them inappropriately, will be judged, consciously or unconsciously, as inefficient in the communicative task. Discourse interference can even be produced by aspects of the second-language learning process, including instructor attitudes, the availability of appropriate social and functional models, and structural forms. The type of second language, its formality, elaborateness, registers, code systems, and the interest with which it is presented will color the learner's perceptions, competence, and successful communication with native speakers. An instructor can and should create awareness of the variability of intercultural encounters and potential areas of misinterpretation. (MSE)

ED 267 621 FL 015 573

Broselow, Ellen
Metrical Phonology and the Acquisition of a Second Language.
PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Seattle, WA, November 27-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Applied Linguistics; *Arabic; Auditory Discrimination; *English (Second Language); *Error Patterns; Interdisciplinary Approach; Interference (Language); Interlanguage; *Linguistic Theory; *Phonology; Second Language Learning

It is proposed that error patterns in acquisition of a second language can provide otherwise unavailable evidence for testing linguistic hypotheses about the second language itself. Three types of production and perceptual error patterns found in the learning of English by native Arabic speakers are outlined to support this suggestion. The error patterns discussed involve learner errors that can be seen as resulting from transfer of rules or principles of the learner's native language grammar, including the breaking up of consonant clusters, and two types of incorrect segmentation of strings into words, either by segmentation into two nonexistent words or mis-organization of syllables. (MSE)

ED 267 664 HE 018 963

Senates and Councils of Tertiary Institutions in Western Australia: Review of Structures and Functions. Report of the Tertiary Institutions Governance Committee.

Western Australia Post Secondary Education Commission, Nedlands.

REPORT NO.- ISBN-0-7244-6502-2
PUB DATE- Jul 85
NOTE- 99p.
AVAILABLE FROM- Western Australian Post Secondary Education Commission, 16-18 Stirling Highway, Nedlands, Western Australia 6009.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Accountability; Administrators; Advisory Committees; Change Strategies; Citizen Participation; *College Administration; *College Governing Councils; *Foreign Countries; *Governance; Government School Relationship; Higher Education; Institutional Autonomy; Models; *Participative Decision Making; School Community Relationship; Student Participation; Teacher Participation
IDENTIFIERS- *Australia (Western Australia); Murdoch University (Australia); University of Western Australia; Western Australian College of Advanced Education; Western Australian Institute of Technology

Two models for the structure of college/university Senates and Councils in in Western Australia are proposed, and 50 recommendations of the Tertiary Institutions Governance Committee are presented. The Committee reviewed the governance of: the Senates of the University of Western Australia and Murdoch University, and the Councils of the Western Australian Institute of Technology and the Western Australian College of Advanced Education. The two alternative models for Senates and Councils consider the need to achieve adequate representation of various interests and a balance of membership, including appointed members, ex officio appointments, elected members, co-opted members, and observers. Interests in the community that should be represented include: private sector employers, employees, women's interests, political appointees, staff association presidents, academic and general staff, and students. The Committee also examined the effectiveness of the Senates and Councils in safeguarding institutional autonomy and academic freedom and in assuring that the school is accountable. Specific functions include financial reporting, administrative and performance reviews, and policy accountability. Appended are extracts from the legislation stipulating the present Senate and Council structures. (SW)

ED 267 690 HE 019 158

Instructional Equipment Funding in California Public Higher Education. A Report to the Legislature in Response to Supplemental Language in the 1985-86 Budget Act. Commission Report 85-38.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Dec 85
NOTE- 34p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; *Budgeting; *Capital Outlay (for Fixed Assets); Community Colleges; Cost Indexes; *Educational Equipment; Government School Relationship; Guidelines; Higher Education; Money Management; *Purchasing; State Aid; *State Colleges
IDENTIFIERS- California; California Community Colleges; *California State University; Public Colleges; *University of California

Budgeting for instructional equipment at California's public colleges and universities is considered. Information is provided on how the University of California and the California State University budget the replacement of existing instructional equipment as well as instructional equipment in new or altered facilities. Methods used by the community colleges for budgeting instructional equipment in existing or new/altered facilities are also covered. Observations are offered regarding the appropriateness of support and capital outlay portions of the state's budget for the two types of equipment funds, as well as the use of other state and extramural funds. Conclusions and recommendations of the California Postsecondary Education Commission are offered on the methods and funds for instructional equipment budgeting in California public higher education. Appendices include: equipment price indices, University of California policy on gifts-in-kind, California State University Preliminary Report on Instructional Equipment Replacement, University of California Policy Guidelines for Requesting State Capital Outlay Funds to Equip New or Altered Space, and California Community College Guidelines for Instructional Equipment Purchases from State Allocation. (SW)

ED 267 731 IR 011 999

Wujcik, Anne
Educational Software Best-Sellers in the Home Market.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 34p.; Paper presented at the Conference on Computers in the Home (Washington, DC, June 7-8, 1984). For a related paper, see IR 011 998.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Children; Computer Literacy; *Computer Software; Family Environment; Family Life; Futures (of Society); Graphs; *Microcomputers; Programing; Skill Development
IDENTIFIERS- *Home Market; LOGO Programing Language; *Software Reviews

This overview of the home market for microcomputers and computer software presents a brief history of the development of the microcomputer and its use in the home. Factors which shape the home market are discussed, e.g., desire for improvement of educational skills, presence of children, previous experience with a computer, and decreasing prices. Statistics on the numbers and brands of computers purchased are presented for 1984, as well as projections for total home software sales through 1988. Evaluations of educational software packages for children are then presented; most reviews provide a brief description of the programs, the producer, cost, and computers on which the software will run. Titles of software include: (1) Master Type; (2) Snooper Troops; (3) Introduction to BASIC, Parts I and II; (4) Invitation to Programming, 1, 2 & 3; (5) Color Computer Learning Lab; (6) Teach Yourself BASIC; (7) Logo Implementations (Apple Logo, Atari's PILOT); (8) Facemaker; (9) Computer SAT; (10) Math Blaster; (11) Early Games; (12) Algebra Series; (13) Rocky's Boots; and (14) Academic Skill Builders in Math. Speculations on why educational home computing is generating so much interest conclude the paper. (JB)

ED 267 746 IR 012 066

Perkey, Nadine; Smith, Shirley C.
Software Development Group. Software Review Center. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-13; MWPS-A-84-14
PUB DATE- Aug 85
NOTE- 17p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Copyrights; *Courseware; Educational Practices; *Educational Resources; Higher Education; Material Development; *Microcomputers; Position Papers; Program Descriptions; Programing
IDENTIFIERS- Apple Macintosh; *Drexel University PA; *Software Development

Two papers describe the roles of the Software Development Group (SDG) and the Software Review Center (SRC) at Drexel University. The first paper covers the primary role of the SDG, which is designed to assist Drexel faculty with the technical design and programming of courseware for the Apple Macintosh microcomputer; the relationship of the SDG professional to other members of development teams (usually a faculty member and a student programmer); types of courseware that were developed in the first 2 years of the program; and such tasks as serving as a communication link among projects, providing training for student programming staff, educating/informing faculty of available tools and techniques, archiving existing material, and developing and maintaining a software database of specialized modules to be used by other project teams. The purpose of the SRC is to enable faculty members to review existing software packages, thus making them better able to select quality software for purchase, or to make informed decisions as to appropriate and effective design strategies and techniques if they choose to design their own. This paper describes the software acquisition process, faculty usage of the SRC, and a number of legal issues raised by software licensing restrictions. Attachments include a list of SRC journals; request forms for acquisition of microcomputer software and long-term loan of microcomputing software; a general policy statement; and the SRC visitor register form. (THC)

ED 267 759 IR 012 127

Carl, David L.; And Others
An Assessment of Nursing Attitudes toward Computers in Health Care.
PUB DATE- Jan 86
NOTE- 21p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Attitudes; *Computer Literacy; *Computers; Higher Education; *Nurses; Nursing Education; Questionnaires; Research Methodology; Staff Development; Surveys; Tables (Data); Technological Advancement
IDENTIFIERS- AECT Research and Theory Division Meeting; *Nursing Research; *Nursing Students

The attitudes and perceptions of practicing nurses, student nurses, and nurse educators toward computerization of health care were assessed using questionnaires sent to two general hospitals and five nursing education programs. The sample consisted of 83 first-year nursing students, 84 second-year nursing students, 52 practicing nurses, and 26 nursing faculty; the questionnaire response rate was 66%. Results fall into four general categories: perceived value of computers in health care; perceived effect of computers in nursing practice; attitude toward learning about computers in health care; and perceived factors which facilitate or hinder the implementation of computers. Although few of the respondents had experience with computers, a large majority believed they would have a profoundly positive effect on health care, particularly in more technologically-oriented areas, such as ICU/CCU, medical surgical, and emergency outpatient nursing. Most reported a desire for computer training, and three out of four practicing nurses believed a computer literacy course should be required in the nursing curriculum. Not surprisingly, financial considerations were identified as the number one factor to block the implementation of computers; however, nurses felt that a positive administrative attitude would facilitate this process. Further study which would group respondents according to age and/or nursing education is suggested. A four-page list of references and 15 data tables are provided. (JB)

ED 267 784 IR 012 152

Lynch, Beth Eloise

Effects of Selected Filmic Coding Elements of TV on the Development of the Euclidean Concepts of Horizontality and Verticality in Adolescents.

PUB DATE- Jan 86
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cognitive Ability; Comparative Analysis; Hypothesis Testing; *Intermode Differences; Multivariate Analysis; Perceptual Development; Research Methodology; Sex Differences; *Skill Development; *Spatial Ability; *Symbolic Learning; Videotape Recordings; Visual Literacy; *Visual Measures
IDENTIFIERS- AECT Research and Theory Division Meeting; Coding; Horizontality (Concept); Verticality (Concept)

This study was conducted to determine whether the filmic coding elements of split screen, slow motion, generated line cues, the zoom of a camera, and rotation could aid in the development of the Euclidean space concepts of horizontality and verticality, and to explore presence and development of spatial skills involving these two concepts in adolescents. Participants included 240 randomly selected freshman and senior high school students (15 males, 15 females). Pretests and treatment were conducted on two consecutive days. On the first day, all subjects were tested for knowledge of the concepts of horizontality and verticality; the Group Embedded Figures Test (GEFT) and Part V of the Guilform-Zimmerman Aptitude Survey (GZAS) were also administered. Each treatment group viewed one of three television tapes used to present examples of the invariant horizontality of liquid and the verticality of objects; each tape used one of the three processes of activation, short-circuiting, and supplantation. The control group viewed a neutral tape. Following treatment, subjects were again tested on horizontality, verticality, and Part V of the GZAS. Findings reveal clear patterns of performance by sex and grade level. They also support the hypothesis that filmic coding elements do affect the development of concepts of horizontality and verticality and increase mean scores on the GZAS. A list of references is provided. (JB)

ED 267 797 IR 012 165

Wedman, John F.
Educational Computing Inservice Design: Implications from Teachers' Concerns Research.
PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications Technology (Las Vegas, NV, January 16-21, 1986). For the entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Attitude Measures; Computer Literacy; Inservice Teacher Education; Instructional Innovation; *Microcomputers; Models; Profiles; Questionnaires; Research Methodology; *Teacher Attitudes
IDENTIFIERS- AECT Research and Theory Division Meeting; *Concerns Based Adoption Model; *Stages of Concern Questionnaire

Implementation of educational computing in schools is dependent upon teachers' attitudes toward computers as well as their expertise. Most inservice activities focus on increasing teacher expertise, while paying little attention to teachers' attitudes towards the technology. To investigate teachers' concerns about educational computing, two studies were conducted using the Concerns-Based Adoption Model (CBAM). Participants included 91 classroom teachers voluntarily enrolled in a microcomputer class. The first study identified teachers' concerns about educational computing and monitored changes in these concerns during an inservice activity. While concerns theory hypothesizes that the concerns of innovation users are developmental--beginning with self-oriented concerns, evolving through implementation-oriented concerns, and progressing to other-oriented concerns--this hypothesis was not supported. Results indicate that the nature of the inservice activity and/or the characteristics of the innovation may affect changes in concern. The second study evolved out of the first and examined teachers' concerns about educational computing by focusing on specific educational uses of the technology (e.g., computer assisted instruction, word processing, interactive video). The findings indicate that different uses of computer technology elicit different concerns about the technology. It is suggested that inservice designers should recognize educational computing as an "innovation bundle," and concentrate on specific applications of the whole technology rather than addressing the total package. A list of references is provided. (JB)

ED 267 855 JC 860 155

Henderson, James C.; And Others
The Community College-High School Connection. Report of the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-16, 1986).
San Juan Coll., Farmington, NM.
PUB DATE- 13 Apr 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Advanced Placement; *Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Programs; Educational Needs; High Schools; School Counseling; Transfer Policy; *Transfer Programs; Two Year Colleges

An overview is provided of the efforts initiated by San Juan College (SJC) to improve articulation with local high schools. Following introductory remarks describing SJC and its service area, information is presented on SJC's yearly in-service training day for 1,500 county educators, including a list of workshops presented during the 1984 program. Next, a description is presented of the Area Vocational School partnership, a program whereby high school juniors and seniors have the opportunity to enroll in vocational-technical programs at SJC. This description includes an outline of enrollment provisions, and a list of programs and equivalent courses. Next, the benefits of community college-high school articulation programs are reviewed, and SJC's development of articulation agreements with secondary and postsecondary institutions is explored. Curriculum outlines are presented for articulated high school-community college programs in office careers and drafting and design technology. Next, a section on special services for students describes the Guidance Connection, a yearly conference hosted by San Juan College to improve communication and cooperation among guidance personnel; the career testing of secondary students; SJC's early admissions program for outstanding high school students; and the summer high school program. Additional examples of community college-high school connections are presented in the next section, including efforts to coordinate the public schools' and college's calendar, meetings between the four county superintendents and SJC's president, and a textbook adoption center. Finally, a description is provided of one of SJC's two off-campus centers, the Aztec Community Education Center, along with information derived from a community survey assessing educational needs. (LAL)

ED 267 591 FL 015 467

Sanctis, Dona De
The Problem with "Formal" Research Papers.
PUB DATE- 85
NOTE- 12p.; In: WATESOL Working Papers, Number 2. Fall-Winter 1984-85 (see FL 015 460).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advanced Courses; Classroom Techniques; *Course Organization; *English (Second Language); Expository Writing; Higher Education; *Research Papers (Students); Second Language Instruction; *Writing Instruction

A course in advanced English as a second language that focused on the writing of formal research papers revealed that even students who had chosen personally interesting topics and were able to organize facts and present them well still had difficulty. They had problems beginning and ending their papers, they approached their topics warily, and they either used very abrupt conclusions or lingered too long. Some suggestions for a better approach are the following: pay more attention to students' specific questions about the paper's length and contents, using a recipe-like assignment; reduce the pressure of the syllabus to allow more time for thinking, research, and organization of a smaller number of papers; provide more practice of research techniques that produce readable, useful research papers; have students choose research topics early in the course and refine them as the course progresses; eliminate oral reports on papers in progress; have some students distribute their papers for group revision each week; examine, in class, the writing contained in some of the sources; have students practice note-taking; use more praise; eliminate all required reading assignments; and limit the papers' bibliographies to five sources. (MSE)

ED 267 650 FL 015 632

TECFORS, A Newsletter for Instructors of Writing and Reading to ESL and Bi-Lingual Adult Students. Volume 8, 1985.
Houston Univ., TX. Dept. of English.
PUB DATE- 85
NOTE- 68p.
AVAILABLE FROM- Department of English, Attention: Nancy Lee, University of Houston, Houston, TX 77004 ($4.00 per year; $7.00, two years).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Book Reviews; *Classroom Techniques; Deafness; *English (Second Language); Higher Education; Measurement Techniques; Multilevel Classes (Second Language Instruction); *Reading Instruction; Remedial Reading; Second Language Instruction; Standards; Student Placement; Teacher Student Relationship; Technical Writing; *Writing Instruction; Writing Skills
IDENTIFIERS- *Error Correction (Language)

Numbers 1 through 5 of the 1985 TECFORS newsletter include these articles: "Working with the E.S.L. and the Developmental Student in the Same Classroom" (Dorothy Farris Findlen); "Academic Writing Standards: A Questionnaire" (Ann M. Johns); "ESL for the Deaf: Part I, the Importance of the First Language" (D. Steinbach); "A Plan to Make Correcting Writing Errors Enjoyable: Implementing Peer Revision" (Gwendolyn V. Charvis); "An Indirect Measure of Writing Skills for Student Placement in Freshman and Pre-Freshman ESL Courses" (Joseph O. Davidson); "Time for the 'Basic' Basics: One-to-One Conferencing with E.S.L. Students" (Patricia Johnson); "Linking Writing Journals to Writing in the ESL Classroom" (Parts 1 and 2) (Ilona Leki); "Workplace Simulations: A Strategy for Audience-Centered Writing" (Michael Paul); "A Guide to Teaching Writing Skills to Intermediate E.S.L. Students" (Julia Williamson); "ESL for the Deaf: Part II, Teaching Reading through Language-Experience" (D. Steinbach); and book reviews and notes on professional activities. (MSE)

Levine, Arthur E.
Hearts and Minds: The Freshman Challenge.
American Association for Higher Education, Washington, D.C.
PUB DATE- Apr 86
NOTE- 5p.; Speech presented at the National Conference on the Freshman Year Experience (Columbia, SC, February 16, 1986).
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Citizenship Responsibility; College Curriculum; *College Freshmen; *College Role; Course Content; *Goal Orientation; Higher Education; Leadership Responsibility; Life Satisfaction; *Student Attitudes; Student Development; Student Educational Objectives; *Values

Life goals of current college freshmen that are important in planning college programs are considered in this keynote address. Based on results of Carnegie Foundation Student Surveys, information is presented for 1969, 1975, and 1985 on students' optimism/pessimism about college and the future, views about job chances and money, objectives for attending college, attitudes about curriculum reform, and participation in college governance. Students have anxiety about job prospects and are concerned with life's material rewards. They are pleased with the ways colleges are helping them achieve their goals and do not favor curriculum reforms. It is suggested that current students need a college education that provides: (1) skills and knowledge needed to live in the world, (2) hope in the face of fears about jobs and nuclear war, (3) a sense of responsibility in the face of "me-orientation," and (4) a feeling of efficacy. Teaching hope is advocated as part of the freshman curriculum: general education can be seen as the study of humankind's collective hopes and dreams. Colleges are invited to give students a stronger sense of connection with the larger world and a deeper spirit of commitment, even obligation, to others. In response to students' feelings that their acts will not matter, internships and other experiences can show them how they can make a difference. (SW)

ED 267 772 IR 012 140

Hanclosky, Walter V.
A Comparison of Task Analysis, Advance Organizer, and Concept Elaboration Methods in Teaching Concepts and Principles.
PUB DATE- Jan 86
NOTE- 23p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Advance Organizers; Analysis of Variance; Cognitive Structures; Comparative Analysis; Comprehension; Concept Formation; *Concept Teaching; Higher Education; Hypothesis Testing; *Instructional Design; *Intermode Differences; Literature Reviews; Research Methodology; *Task Analysis
IDENTIFIERS- AECT Research and Theory Division Meeting; *Elaboration Theory; Instructional Effectiveness

Two studies were conducted to compare the advance organizer and concept elaboration models of instruction with a task analysis approach. It was hypothesized that the concept elaboration group would achieve significantly higher than either the advance organizer group or the task analysis group on concept learning and principle learning. A pilot study was conducted with a sample of 92 undergraduate teacher-education students, while the subjects for the final study were summer school students. Both groups were exposed to one of the three instructional treatments. Participants received two posttests--one taken upon completion of the instruction and one five weeks later. Each posttest consisted of 15 questions related to concept learning and 15 questions related to principle learning. The final study required additional control of potentially confounding variables. For this study, a one-way analysis of variance was performed on four independent variables of achievement (GPA), levels of experience, gender, and age. Findings from the two studies conflict; while the pilot study supported the hypotheses, findings from the final study indicate: (1) the task analysis approach seemed to be a more effective method of instruction than either concept elaboration or advance organizers in teaching concepts and principles; (2) neither the advance organizer approach nor concept elaboration appears to be superior to the other as an instructional strategy; and (3) age is apparently a more important factor in determining appropriate instructional strategies than previously expected. It is suggested that the apparent conflict between the pilot and final study results could be attributed to an age factor (22.17 years/27.35 years), and future research to investigate this possibility is suggested. A list of references is appended. (JB)

ED 267 826 IR 051 487

Fishbein, M. H.

A Model Curriculum for the Education and Training of Archivists in Automation: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/27
PUB DATE- Nov 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; *Curriculum Design; Curriculum Development; *Data Processing; *Developing Nations; Guidelines; Information Scientists; Information Storage; *Library Automation; *Library Education
IDENTIFIERS- Records Management

This RAMP (Records and Archives Management Programme) study is intended for people involved in planning and conducting archival and records management training; for individual archivists and records managers interested in professional development through continuing education programs; and for all information professionals interested in learning of the extent to which education in automation has been and is being promoted as an essential part of the training of archivists and records managers. The basic objective of this study is to formulate guidelines for an automated data processing (ADP) curriculum for archivists. A brief summary of the development of ADP instruction for archivists, documentalists, and to a lesser extent, historians, has been included. Information about the demands for and the supply of instructional media is included. The curriculum was prepared to meet the needs of archivists in developing countries. Questionnaires and correspondence reveal that only a small portion of the profession has adequate ADP instruments to meet current needs. Technology is mentioned only to the degree that it is included in the guidelines. Following the introduction, the document includes the following sections: Development of Instruction for Information Scientists; Status of Instruction for Archivists; Rationale and Guidelines for an Archival Curriculum; Syllabi; and Conclusion. (THC)

ED 267 869 JC 860 173

Belcher, Marcia
The Reliability of the CLAST. Research Report No. 84-19.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jul 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Community Colleges; Criterion Referenced Tests; *Error of Measurement; *Ethnic Groups; *Minimum Competency Testing; Testing Problems; *Test Reliability; Test Results; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

A study was conducted to assess the reliability of the College-Level Academic Skills Test (CLAST) for the major ethnic groups in Florida; and to develop a standard error of measurement for the critical group that fell close to the cut score on each test. The October 1983 and March 1984 administrations of the CLAST were analyzed to determine whether one ethnic group was consistently obtaining lower reliability estimates than other groups, the accuracy of each subtest in student placement, standard error, and subtest reliability. Study findings included the following: (1) the computation portion of the CLAST had the highest reliability, while the writing subtest had the lowest reliability; (2) the scores of Hispanics and Black non-Hispanics usually had the lowest reliabilities of any sub-group; (3) the size of the standard error of measurement around the cut score was somewhat higher than the traditional standard errors of measurement previously reported, indicating that students who fell below the cut score by 10-20 scale score points should be encouraged to retake the test. Information on previous reliability studies is included. (LAL)

ED 267 884 JC 860 191

Toward Excellence in California's Community Colleges.
Academic Senate for California Community Colleges, Sacramento.; Association of California Community Coll. Administrators.; California Association of Community Colleges, Sacramento.; California Community Colleges, Sacramento. Faculty Association.
PUB DATE- 13 Jan 86
NOTE- 12p.; Other organizations participating in the development of these recommendations were: California Community College Trustees, California Community College Urban District Association, Community College Association of California Teachers Association, Chief Executive Officers of the California Community Colleges, Community College Council of the California Federation of Teachers and Low Revenue Districts of the California Community Colleges.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Articulation (Education); Associate Degrees; *Community Colleges; Community Services; *Educational Assessment; Educational Finance; *Educational Quality; Governance; Remedial Instruction; Transfer Policy; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

The recommendations presented in this report were developed and unanimously supported by ten major California community college organizations to address systemwide strengths and weaknesses. Following a brief statement of the issue, recommendations are provided for the following areas: (1) student access and success, reaffirming the open door policy and stressing the importance of student assessment, counseling, and outcomes monitoring to ensure the opportunity for success; (2) the associate degree, asserting that the associate degree program must consist of a coherent and tightly knit sequence of courses capped by an evaluation process; (3) transfer education, urging all segments of postsecondary education in the state to establish a transfer core curriculum that would ensure transfer to a four-year college or university in California; (4) vocational education, pointing to weaknesses in the areas of facilities and equipment, linkages between counseling and training and the job market, improved articulation with elementary-secondary education, program accountability, and faculty development; (5) remedial education, offering principles and guidelines for the provision of services and courses; (6) community service, recommending that community colleges be permitted to offer any self-supporting community service courses reflecting the needs and interests of the community; (7) finance, underscoring the need for adequate funding from a combination of local and state revenues; and (8) governance, setting forth a series of recommendation regarding the appropriate roles of the legislature, governor, board of governors, district boads, academic senate, faculty, and staff. (EJV)

ED 267 898 PS 015 682

Milobar, Dianne; Corkery, Marg
Children's Programs in Iowa.
Iowa State Dept. of Human Services, Des Moines.
PUB DATE- Jan 85
NOTE- 139p.; Prepared in conjunction with 14 other state agencies serving Iowa's children.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; Agency Role; *Child Welfare; Day Care; Disabilities; Financial Support; Health; *Program Descriptions; *Social Services; *State Agencies; State Norms; *State Programs; State Surveys
IDENTIFIERS- *Iowa

This report provides general information and statistics about the State of Iowa's children and current children's programs administered by state agencies. Indicating the need for children's programs, the report lists statistical evidence for child abuse, foster care, deaths of children, disabilities and special education, delinquency, substance abuse, and missing children. Following this evidence, an extensive listing of over 25 state-supported programs for children are identified in response to a 1984 survey of state agencies. The report briefly describes each program, including its affiliated agency, special/specific eligibility criteria, number of children served, funding information and contact person. (DST)

ED 267 927 PS 015 732

Phinney, Jean S.; And Others
Preschool Children's Response to Peer Crying.
PUB DATE- 7 Feb 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Emotional Response; Incidence; *Preschool Children; Preschool Education; *Preschool Teachers; *Student Reaction; *Teacher Response
IDENTIFIERS- Causal Influences; *Coding; Context Effect; *Crying

All incidents of crying that occurred in a preschool setting were recorded along with the responses of other children and teachers. After pilot observations had been carried out for 3 hours at each of 20 preschool and day care centers, detailed observations were made at a single site, four hours per day, twice a week, from late fall to mid-spring. The 37 children under observation ranged in age from 28 to 48 months. In the main study, 290 crying episodes were recorded at the rate of 2.1 per hour. Observations were coded in terms of causes of crying, peer responses to crying, teacher responses to crying, and context. Each child was rated on sibling status, length of time at the center, number of friends, and verbal clarity and fluency. Findings indicate that crying was an infrequent phenomenon that was responded to infrequently by peers. Responding to crying behavior over two-thirds of the time, teachers were much more likely to console a crying girl than a crying boy and tended to respond more critically to a boy crier than to a girl crier. When they responded, children responded like their teachers. Two-thirds of crying episodes were peer-related; positive, prosocial responses were more likely to occur when a child was crying alone than when interacting with a peer. (RH)

ED 267 942 RC 015 668

Phillips, Douglas
A Model for Curriculum Development in Rural Schools.
Alabama Univ., University. Coll. of Community Health Sciences.
PUB DATE- Mar 85
NOTE- 72p.; Paper presented at the Southeast Regional Association Conference of the American Educational Research Association (Tallahassee, FL, March 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; *Curriculum Development; *Experiential Learning; Grade 9; Integrated Curriculum; Interdisciplinary Approach; Program Descriptions; Program Implementation; *Rural Education; Rural Schools; *Science Activities; Secondary Education; Small Schools
IDENTIFIERS- *Biomedical Sciences Preparatory Program AL

Using the Biomedical Sciences Preparatory Program (BioPrep) for illustration, this paper discusses an approach to educational improvement through the development of curriculum that emphasizes experiential learning and the involvement of students in real-life problems. Opening sections describe BioPrep, a program designed to prepare rural high school students for success in college and to encourage them to enter a health sciences career that they will practice in rural Alabama. Components of the BioPrep curriculum development model are defined. They include factors such as curriculum materials, staff development, direct instruction, and individualized study. The paper then discusses the formal cooperative partnership between the University of Alabama and the target schools that implement the BioPrep program. Emphasis is placed on joint responsibility for program development, cooperative problem solving, and the problems and strengths of rural schools. The remainder of the paper covers the development of the BioPrep ninth grade curriculum and the structure and use of the teacher's learning activity guide. Prepared for primary use in the ninth grade biology course, the guide can also be used for an interdisciplinary curriculum incorporating English, math, and social studies. The appendix contains introductory sections of the guide and a complete unit on the basic life processes. (JHZ)

ED 267 636 FL 015 588

Trayer, Marie
Advanced Language Classes: Revitalizing the Curriculum.
PUB DATE- 86
NOTE- 8p.; In: Second Language Acquisition: Preparing for Tomorrow.

Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; Class Activities; Course Content; *Cross Cultural Studies; *Cultural Context; Death; Divorce; Interpersonal Relationship; Marriage; Secondary Education; Second Language Instruction; Sex Role; Social Values; *Sociocultural Patterns; *Spanish; Values Clarification

A curriculum designed for secondary school fourth-year language students focuses on the human life cycle in the Hispanic cultural context. Four lessons cover the following topics: (1) Hispanic values; (2) the roles of women and men in Hispanic society; (3) customs related to dating, love, marriage, and divorce; and (4) treatment of death. Each lesson contains oral proficiency activities centering on class discussions of readings and observations about life in the United States. Skeletal outlines of the readings are provided in advance. Role-playing in a realistic situation, especially involving culture shock, is a key classroom activity; native speakers are brought in whenever possible. Compositions are assigned after each lesson to emphasize writing proficiency. In the compositions students both summarize and compare Hispanic and American cultural characteristics and then attempt to create a new or better society. An advantage of the life cycle themes is that they help students to clarify their own values and understand the values of another culture. (MSE)

ED 267 704 HE 019 188

Kerr, Clark; Gade, Marian L.
The Many Lives of Academic Presidents: Time, Place, and Character.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 86
NOTE- 267p.
AVAILABLE FROM- Association of Governing Boards of Universities & Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($22.00 member; $26.00 non-member).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; *Administrator Responsibility; Administrator Selection; College Administration; *College Environment; *College Presidents; Government School Relationship; Higher Education; Institutional Characteristics; Interprofessional Relationship; *Leadership Styles; Models
IDENTIFIERS- Search Committees

The American college presidency is examined, with attention to characteristics of those who become college presidents, how long they serve and where they go after leaving the presidency, and internal/external factors affecting their performance. The analysis is based in part on 800 interviews with presidents, their spouses, and other close associates that were undertaken for a 1984 report, "Presidents Make A Difference: Strengthening Leadership in Colleges and Universities." Brief notes on 24 college presidents illustrate the diversity of these leaders. Reasons presidents give for seeking/accepting and refusing presidencies are identified. The book also considers: experiences of new presidents; similarities between college presidents and corporate executives; general responsibilities of the executive group and board and core responsibilities of the president; skills required of the president; strategies and styles employed by presidents; historical trends affecting the presidency; external influences such as public regulation; internal influences such as student and staff input; four presidential models; and the context of 11 types of institutions. Appended materials include: advice offered by 16 presidents, attributes considered by presidential search committees, and a nine-page annotated bibliography. (SW)

ED 267 811 IR 051 472

Duffy, T. M.; And Others

Technical Manual Production: An Examination of Four Systems. CDC Technical Report No. 19.

Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PUB DATE- Nov 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; *Design Requirements; *Documentation; Flow Charts; Government Publications; *Guides; Illustrations; Interviews; Occupational Information; *Production Techniques; Quality Control; *Technical Writing
IDENTIFIERS- *Department of Defense

The Department of Defense (DOD) has undertaken major research and development programs to improve the quality of their documentation, yet there continue to be major deficiencies in the quality of the manuals produced. In an attempt to identify factors in the design and development process that may be contributing to such deficiencies, this project studied five publication houses, four of which produced DOD technical manuals. Writers, managers, and illustrators were interviewed at each site to obtain information on the work flow in developing a manual; the use of specifications; the validation and verification process; and the skills and duties of writers, illustrators, and government representatives. This report presents an introductory review of the literature; a description of the research methodology; and discussions of the findings on specification use and deficiencies, cost of inadequate/inappropriate specifications, relative effort in the workflow, the government's technical manual representative, writers and their qualifications and training, writers' job duties, source materials, degree of automation, comprehensiveness, illustrations, quality assurance, validation, and verification. A final discussion of the study results and their implications, a list of 29 references, and a flow chart of a typical technical information development process conclude the report. (THC)

Inadequate Financial Accountability in California's Community College System.

Commission on California State Government Organization and Economy, Sacramento.
PUB DATE- Feb 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Administrative Problems; Administrator Qualifications; *Community Colleges; Educational Assessment; *Educational Finance; Financial Policy; *Financial Problems; Governance; *Money Management; State Surveys; Two Year Colleges
IDENTIFIERS- *California

In August 1985, the Commission on California State Government Organization and Economy initiated a study of California's community college system to assess the adequacy of financial accountability in the system. Two hearings, interviews, and analyses of extensive data, yielded the following findings: (1) 25% of the community college districts had "questionable" financial conditions, with four completing the year with deficits; (2) the financial problems of the districts with deficits were caused by long-term patterns of deficit spending, declines in average daily attendance (ADA), inadequate reserves, and poor management decisions; (3) the governance structure shared by state and local boards of trustees caused confusion resulting in a lack of accountability; (4) the State Board of Governors and State Chancellor had inadequate information and inadequate authority; (5) locally elected trustees were not as accountable to the local taxpayer as they were before Proposition 13; (6) the requirement that community college administrators hold one or two credentials limited the number of experienced professional administrators; and (7) the existing funding mechanism based on ADA was inappropriate and ineffective. Commission recommendations included the expansion of the authority of the Board of Governors and State Chancellor; elimination of the credential requirement for administrators; an "early warning" audit reporting system; and implementation of a categorical funding mechanism. The report includes specific allegations concerning management practices at the Los Angeles Community College District. (LAL)

ED 267 913 PS 015 713

Slagle, Robert W.
A Family Meeting Handbook. Achieving Family Harmony Happily.
Family Relations Foundation, Inc., Sebastopol, CA.
REPORT NO.- ISBN-0-9614218-0-0
PUB DATE- 85
NOTE- 172p.
AVAILABLE FROM- Family Relations Foundation, Inc., P.O. Box 462,

Sebastopol, CA 95472 (U.S., $7.95; Canada, $8.95, plus $1.00 handling and shipping; California residents add 6% sales tax).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Family Life; Family Structure; Group Experience; Individual Power; Parent Child Relationship; Parent Education; *Parenting Skills; *Participative Decision Making; *Problem Solving; Siblings; *Socialization

Based on the personal experience of a family counselor and parent, this handbook for parents describes the technique of "Family Meetings," a way of bettering family relationships, solving problems, and nurturing opportunities for children to learn fairness, respect, and self-esteem. The key principle of such family meetings is that family decisions are made by everyone's agreement. A key outcome is the reduction in the number of times parents have to say "no" to their children. Contents of the handbook provide guidelines for holding family meetings, discuss family meetings in different types of families, relate anecdotes about family problems and the use of family meetings to resolve the problems, discuss the use of the family meeting notebook, and offer hints and suggestions about the range and type of issues parents would like to and/or be obliged to deal with in the meetings. Also included in the handbook are games and activities for use in family meetings and a 17-page annotated bibliography citing related resources. (RH)

ED 267 956 RC 015 682

Barker, Bruce O.; Beckner, Weldon
A Survey of U.S. Senators Regarding Their High School Education.
PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Annual Conference of the Rural Education Association (77th, Cedar Rapids, IA, October 13-15, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Educational Attitudes; *Educational Benefits; *Educational Quality; High Schools; *Legislators; Outcomes of Education; Professional Recognition; Questionnaires; *Rural Education; Secondary Education; *Small Schools; Success
IDENTIFIERS- Effective Schools Research

As part of an effort to identify a group of successful professionals, determine what percentage attended small secondary schools, and assess from those attending small schools their attitudes regarding the quality of education received and aspects of the experience which they felt contributed to their professional success, all 100 members of the United States Senate were mailed a 29-item, self-administered questionnaire. The questionnaire included 13 statements about principles/qualities of effective schooling arising from "effective schools research" to be graded by respondents on the basis of their own experience. Only 21 senators responded, 10 of whom indicated they had adopted a policy of not participating in surveys, questionnaires, or interviews with academic institutions. Of the 11 who did complete questionnaires, 5 had graduated from high schools with 40 or fewer students in their class, with 3 graduating from schools with 15 or fewer seniors. Although the response rate was too low to make any inferences, senators who attended small schools rated their experiences more positively than those attending large schools in all areas except parental involvement in the school and community support of the school. Interestingly, these are two areas referred to in the literature as strong points for small schools. (NEC)

ED 267 971 SE 046 493

Smith, Mike U.
Is Formal Thought Required for Solving Classical Genetics Problems?
PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Conventions of the Society of College Science Teachers and the National Science Teachers Association (San Francisco, CA, March 29, 1986). For a related document, see SE 046 494.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *College Science; *Developmental Stages; *Genetics; Higher Education; Piagetian Theory; *Problem Solving; Science Education
IDENTIFIERS- Piagetian Tasks; Science Education Research

Nine undergraduate science and non-science majors (novices) who had recently completed their first college classroom study of genetics and seven genetics graduate students and biology instructors (experts) were videotaped as they attempted to solve a selected group of seven moderately complex classifical genetics problems and three Piagetian tasks (proportions, probability, and combinations). Three conclusions based on the analysis of the videotape recordings appear to be warranted. First, for the three schemas studied, formal thought is not a condition "sufficient" to determine success in dealing with portions of genetics problems which require applying that scheme. Second, for the formal schema of combinations at least, formal operational thought does not appear to be a necessary condition to success in solving genetics problems of the type presented in this study. Third, while not addressing the question directly, results are in agreement with previous research which suggests a positive correlation between cognitive development and success in genetic problem-solving. The paper notes that it is premature to assume that concrete operational students should not study classical genetics. (JN)

ED 267 607 FL 015 550

Chang, Hsing-Wu; Yang, Li-Shang

Preschoolers' Acquisition of Spatial Words in Mandarin Chinese.

PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the annual meeting of the Chinese Language Teachers' Association (New York, NY, November 28-December 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Child Language; Comparative Analysis; English; Expressive Language; *Language Acquisition; Listening Comprehension; *Mandarin Chinese; *Preschool Children; *Spatial Ability

Two experiments investigated preschoolers' acquisition of spatial words in Mandarin Chinese. In one experiment, 5 groups of 10 children at 34, 39, 46, 52, and 57 months were tested for comprehension and production of 14 pairs of Chinese spatial words. In the comprehension test the children were asked to point to pictures corresponding to the words spoken; in the production test they were asked to say the opposite of the word spoken by the experimenter. Results indicated a high degree of consistency in the order of acquisition, which paralleled findings in English acquisition studies and was consistent with theory. However, the theory that unmarked words should be learned before the marked words was not supported. In the second experiment 3 groups of 10 children aged 34, 46, and 57 months were tested for their comprehension of two pairs of spatial terms. An object was placed in relation to another object having one or the other of the following characteristics: (1) inherent top, bottom, front, and back; (2) inherent front/back but not top/bottom; (3) inherent top/bottom but not front/back; and (4) neither top/bottom nor front/back. Results indicated that under all conditions even the youngest children had almost perfect comprehension of top and bottom but imperfect comprehension of front/back for objects without inherent front/back markings. (MSE)

ED 267 622 FL 015 574

Singleton, Carl

Sentence Combining for the Intermediate Level ESL Student.

PUB DATE- Oct 83
NOTE- 12p.; Paper presented at the Midwest Regional Conference of the Teachers of English to Speakers of Other Languages (5th, Milwaukee, WI, October 17-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Classroom Techniques; *Cohesion (Written Composition); *Course Organization; *English (Second Language); Essays; Higher Education; Paragraph Composition; *Revision (Written Composition); Second Language Instruction; *Sentence Combining; *Writing Instruction

While vocabulary is the concern of beginning students of English as a second language (ESL) and essays are the focus of advanced students, syntax is the domain of the intermediate course, with an emphasis on sentence combining. One method divides the course into four segments: (1) using, varying, and rearranging connectors; (2) ordering thoughts in English; (3) choosing and varying styles; and (4) eliminating faulty constructions. The approach covers small amounts of new information very slowly and thoroughly. The text used is a common one, but most texts with adequate sentence sets for combining would be appropriate, and they need not be designed for ESL. Vocabulary, punctuation, and grammar are handled as supplementary to the central issue of sentence combining, and the jargon presented to students is limited to what is necessary for the task. At least one writing assignment is required each week, especially necessary for students who will find themselves in college composition classes. These compositions go through several rewriting stages and sessions of peer criticism. (MSE)

Groff, Warren H.; Cope, Robert G.
Strategic Planning and Management. Report of the Annual Management Institute for College and University Executives (10th, Snowmass, Colorado, July 21-26, 1985).
PUB DATE- Jul 85
NOTE- 28p.; Institute arranged by Richard C. Ireland and Marketing Services Group.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Administration; *College Environment; *College Planning; Futures (of Society); Higher Education; Institutional Characteristics; *Management Development; *Needs Assessment; *Self Evaluation (Groups); Trend Analysis; Workshops
IDENTIFIERS- Environmental Scanning; Scenarios; *Strategic Planning

Basic and advanced workshops on strategic planning and management for college personnel were held in 1985. Strategic planning and management includes: (1) assessing an institution's external environment to determine opportunities/threats; (2) auditing an institution's internal environment to determine strengths/weaknesses; (3) using these two sets of information to develop visions and alternative scenarios; and (4) making deliberate choices about strategic options and tactical alternatives as a prelude to managing the plan. Participants completed an institutional characteristics sheet, which is appended. Techniques for assessing the external environment include needs assessment, market analysis, environmental scanning, and trend analysis. Auditing the internal environment would include reviewing mission statements, governance structure, college programs, facilities, and staff. Discussion focused on theories and stages of organizational development, the management information system, and program review. Also considered were strategic options and tactical alternatives, and integration (e.g., vertical and horizontal coordination). Rating scales to assess/audit the external/internal environment are included, along with matrices for the criteria of centrality, quality, and market viability. (SW)

Garland, Peter H.
Serving More Than Students: A Critical Need for College Student Personnel Services. ASHE-ERIC Higher Education Report No. 7, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-26-8
PUB DATE- 85
NOTE- 156p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Department PR-4, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Change Strategies; College Administration; College Planning; *College Students; Economic Change; Higher Education; *Leadership Responsibility; Money Management; Nontraditional Students; Political Influences; Professional Development; Social Change; *Staff Role; *Student Development; Student Needs; *Student Personnel Services; *Student Personnel Workers

Internal and external changes affecting higher education and responses that student personnel workers can take are discussed. Societal changes that influence colleges include a declining birth rate, changing sex roles, and shifts to an information-based society. Notable political trends that affect colleges include accountability requirements, concern for quality, and financial problems. In addition, student services have responded to the needs of nontraditional students (women, minorities, foreigners, older people, the disabled, part-time students, and academically underprepared students). To deal with the various changes, colleges have employed a variety of strategies that have implications for student affairs organizations. New strategies concern: comprehensive planning, enrollment management, preventive law, resource management, and changing relationships of business and colleges. The student affairs worker can help to integrate both student and institutional needs. In serving as an integrator, the student affairs worker needs to develop skills in management and research, as well as political and organizational skills. College preparation programs for student personnel workers need to provide training for these new roles. Student development theory also faces challenges from changes that are occurring. Thirteen pages of references and an index are provided. (SW)

ED 267 691 HE 019 159

Independent Higher Education in California, 1982-1984. Commission Report 85-33.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 9 Sep 85

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Instruction; *College Students; Degrees (Academic); *Enrollment Trends; Federal Aid; Higher Education; *Private Colleges; Private Financial Support; State Aid; *Student Financial Aid

IDENTIFIERS- *California

Financial conditions at 51 private colleges and universities in California are reported for 1977-1985. The following seven indicators are covered: fall enrollment, the percentage of current revenue represented by the difference between revenue and current expenditures, the percentage of annual expenditures for educational and general purposes represented by income from tuition and student fees; the percentage of educational and general expenditures represented by current revenue from gifts and private grants; the percentage of educational and general expenditures represented by direct expenditures for instruction; state, federal, and institutional funds awarded to students; and numbers of degrees granted. Enrollment trends are provided for first-time freshmen, total undergraduate and graduate students, and part-time and full-time students. Information is provided on the following types of financial aid: institutional grants, Cal Grants and graduate fellowships, federal grants and College Work-Study aid, Guaranteed Student Loans, and National Direct Student Loans. Implications of these trends for California's private colleges are also discussed. Data are provided on state and federal student financial aid. (SW)

ED 267 732 IR 012 002

Richer, Mark H.; Clancey, William J.

GUIDON-WATCH: A Graphic Interface for Viewing a Knowledge-Based System. Technical Report #14.

Stanford Univ., Calif. Dept. of Computer Science.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- KSL-85-20; STAN-CS-85-1068
PUB DATE- Aug 85
NOTE- 46p.; For a related document, see ED 242 311.
CONTRACT- N00014-85K-0305
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Clinical Diagnosis; *Computer Assisted Instruction; *Computer Graphics; Courseware; Databases; Higher Education; Man Machine Systems; Medical Education; *Problem Solving; Program Descriptions; Teaching Methods
IDENTIFIERS- *GUIDON Program; *Intelligent CAI Systems

This paper describes GUIDON-WATCH, a graphic interface that uses multiple windows and a mouse to allow a student to browse a knowledge base and view reasoning processes during diagnostic problem solving. The GUIDON project at Stanford University is investigating how knowledge-based systems can provide the basis for teaching programs, and this paper specifically addresses GUIDON-WATCH as an interface to NEOMYCIN, a medical consultation system. Methods are presented for providing multiple views of hierarchical structures, overlaying results of a search process on top of static structures to make the strategy visible, and pictorially expressing evidence relations between findings and hypotheses. This work demonstrates the advantages of stating a diagnostic search procedure in a well-structured, rule-based language separate from domain knowledge. A number of issues in software design are also considered, including automatic management of a multiple-window display. (Author/THC)

ED 267 747 IR 012 067

Wozny, Lucy Anne
Print Station Operation. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-A-84-15
PUB DATE- Aug 85
NOTE- 6p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Educational Practices; Equipment Maintenance; Higher Education; Input Output Devices; Instructional Materials; *Microcomputers; *Printing; Program Descriptions; *Services
IDENTIFIERS- Apple Macintosh; *Computer Printers; *Drexel University PA

During the academic year 1983-84, Drexel University instituted a new policy requiring all incoming students to have access to a microcomputer. The computer chosen to fulfill this requirement was the Macintosh from Apple Computer, Inc. Although this requirement put an additional financial burden on the Drexel student, the university administration felt that resultant educational gains far outweighed this cost. On the other hand, staff and faculty alike were determined to keep any additional computer-related costs to a minimum. As part of this effort, print stations were set up throughout the campus so that students would not need to buy their own printers. The university pays all costs related to these print facilities. The printer provided for student use is the Imagewriter from Apple Computer, Inc. This paper describes the set up of the print stations, hours of operation, usage statistics, and repair and service provided by the Equipment Support Group (ESG). (THC)

ED 267 760 IR 012 128

Chute, Alan G.
Research on Teletraining: Student Acceptance, Learning Effectiveness and Cost Benefits in the Corporate Environment.
PUB DATE- Jan 86
NOTE- 13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Conventional Instruction; *Cost Effectiveness; Distance Education; *Industrial Training; Information Dissemination; Instructional Innovation; Intermode Differences; Questionnaires; Research Methodology; Staff Development; *Student Attitudes; Surveys; *Telecourses; *Training Methods
IDENTIFIERS- AECT Research and Theory Division Meeting; *American Telephone and Telegraph Company; *Instructional Effectiveness

The Sales and Marketing Education organization of AT&T Communications conducts ongoing research to monitor the impact of their National Teletraining Network (NTN) programs for professional sales personnel on: (1) learning, (2) student acceptance of courses and instructors, and (3) student willingness to take additional teletrained programs. During 1984, comparisons were made between face-to-face courses and a teletrained delivery mode; no significant differences were found at the .05 level of significance between the two methods in either the course relevance and design or the quality of instruction categories. A short questionnaire was used to evaluate the effectiveness of the teletraining programs; 91.6% of the students who responded indicated they would participate in future teletraining courses. Cost benefit analysis substantiates the fact that teletraining is a cost-effective alternative to face-to-face delivery of training. Additional benefits include: the ability of the medium to reach remote, low density areas; the ability to add multiple locations to a training session; the flexibility to increase the number of students who can be reached at one time; the ability to quickly disseminate information to an entire sales force; and the ability to share limited instructor resources. It is pointed out that without the NTN, much of the current update training would not be attempted due to various constraints, e.g., the high cost of travel and travel time. Two data tables and two graphs are provided. (JB)

ED 267 798 IR 012 166

Welliver, Paul W.
Graduate Student Contributions to AECT and to the Future of Educational Technology.
PUB DATE- Jan 86
NOTE- 4p.; Summary of a paper presented at the Annual Convention of the Association for Educational Communications Technology (Las Vegas, NV, January 16-21, 1986). For the entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Futures (of Society); *Graduate Students; Graduate Study; Higher Education; *Professional Associations; Professional Education
IDENTIFIERS- AECT Research and Theory Division Meeting; *Association for Educational Communications Tech; Networks (Persons)

Many graduate students feel they should play a subservient role within a professional association; however, as members of AECT (Association for Educational Communications and Technology), graduate students can contribute to growth and change in a rapidly evolving field in several ways. Many of the leaders of the profession came out of the lantern slide generation, while current students have grown up and matured in the computer generation; these students can introduce a fresh viewpoint and perspective to the field. Students are also in the best position to suggest alternatives to some traditions within the profession, and to require that all members examine the basic premises and assumptions upon which they operate. While challenging tradition, students can also recognize the basis and value of that tradition, ensuring that the profession will achieve an appropriate balance between residual elements of the past and the new dimensions of cutting-edge technologies. Graduate students can also add a spark of vitality to professional gatherings, enriching the wisdom of established members with open-minded enthusiasm. Finally, personal networks which are formed through professional affiliations will prove invaluable in career development; becoming involved in AECT will help in constructing a network of support for the future. (JB)

ED 267 870 JC 860 174

Belcher, Marcia
A Cohort Analysis of the Relationship between Entering Basic Skills and CLAST Performance for Fall 1981 First-Time-In-College Students. Research Report No. 84-22.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jul 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Basic Skills; Community Colleges; *Minimum Competency Testing; Reading Tests; Remedial Instruction; Student Evaluation; Testing Programs; Two Year Colleges; *Two Year College Students; Writing Skills
IDENTIFIERS- *College Level Academic Skills Test; Comparative Guidance and Placement Test

A study was conducted at a Miami-Dade Community College (MDCC) to determine the relationship between students' level of basic skills at entry and their pass/fail performance on the College-Level Academic Skills Test (CLAST). Specifically, the study focused on students' Comparative Guidance and Placement Test (CGP) scores in reading, writing, and basic mathematics; the proportion of students entering MDCC in fall 1981 who had taken the CLAST by March 1984; the passing rates of those who took the CLAST; the current activities of those who had not taken the CLAST; and the CLAST performance of students with low level basic skills. Study findings included the following: (1) about two-thirds of the fall 1981 freshmen scored below the 50th percentile nationally on basic reading skills as measured by the CGP, and were less likely to have taken the CLAST by March 1984; (2) those students who scored in the bottom quartile in the CGP reading test were much less likely to pass the CLAST than those who scored in the second, third, or forth quartiles; (3) a disproportionate number of Blacks (70%) fell in the first quartile in reading basic skills upon MDCC entry; (4) Hispanics who scored in the upper quartiles on the reading test were more likely than either of the other two ethnic groups to have taken the CLAST or to have remained in school; (5) in general, about the same proportion of fall 1981 freshmen were as low on entering writing basic skills as on reading basic skills; (6) students entered MDCC with better computation basic skills than either reading or writing skills; (7) of the 1,114 students who took the CLAST by March 1984, 64% obtained scores above the cuts in all four test areas; and (8) almost 25% of those who passed all sections of the CLAST entered MDCC with placement scores below the 25th percentile in at least one area. (EJV)

ED 267 928 PS 015 733

McElligott, Arlene F.; McElligott, Joseph P.
Extension Program: The Catholic Elementary School. A "7 to 6" School for Children of "9 to 5" Parents.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 39p.
AVAILABLE FROM- National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($4.00 to members; $5.30 to non-members; free shipping on pre-paid orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; Employed Parents; *Extended School Day; *Parochial Schools; Personnel Management; Planning; Policy Formation; *Program Development; *Program Implementation; *School Age Day Care; Sociocultural Patterns

This booklet presents some of the administrative considerations and activities associated with the initiation of an extended day care program for parochial elementary school students. Introductory sections describe a typical extended school day and discuss the social need for extended school day programs because of the increased number of working parents. Next, the benefits of a Catholic school extension program to working families, to the schools themselves, and to the educational growth and development of students are identified. The following section of the booklet describes several obstacles to establishing a program, including administrative burdens, concerns about working mothers, lack of available program space, and financial concerns. Administrative planning is discussed in the next section, including policy considerations, needs assessment, suggestions for a startup sequence and timetable, and staffing. Last, sample forms of the following items are provided: program handbook, pupil application form, teacher contract, and an emergency card. (DST)

ED 267 899 PS 015 684

Steiner, Karen

Grade Retention and Promotion.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- 400-83-0021
PUB DATE- 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Criteria; *Educational Practices; Elementary Secondary Education; *Grade Repetition; Guidelines; *Policy Formation; *School Policy; *Student Promotion
IDENTIFIERS- *ERIC Digests

This Digest reviews the historical background on grade retention and promotion and examines research, criteria, and policies concerning these options. The historical overview points out changes in attitudes toward mastery-based promotion and social promotion practices in the schools. Valid and invalid approaches to research on grade retention are pointed out and efforts to develop models of criteria pertinent to retention decisions are reported. Schools having different promotion policies are briefly mentioned and, in conclusion, guidelines for developing a promotion policy are offered. (RH)

ED 267 592 FL 015 479

Bilingual Inservice Teacher Education Research Project. ESOL Teacher Training Module.

Dade County Public Schools, Miami, Fla.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
NOTE- 192p.
CONTRACT- 400-80-0038
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Course Organization; Elementary Education; *English (Second Language); Federal Programs; *Inservice Teacher Education; Instructional Materials; Language Teachers; *Limited English Speaking; Material Development; Needs Assessment; *Reading Instruction; Second Language Instruction; Student Promotion; Teacher Education Curriculum

Materials designed to enable regular classroom teachers and teachers of English as a second language (ESL) to meet the needs of limited English proficient (LEP) students in elementary school are presented. The guide contains an introductory section for teachers, followed by sections on: adapting reading materials for LEP students; identifying LEP student needs; meeting LEP students' educational needs; Dade County public school programs for LEP students; meeting LEP students' reading needs; Dade County public schools reading objectives for kindergarten through grade 6; teaching reading to LEP students; useful techniques for teaching ESL; suggestions for independent small group activities in the regular classroom; and sample instructional activities in reading for kindergarten through grade 6 and for exceptional students. These sections are followed by forms for evaluating reading lessons and a bibliography. Appended materials include: a "Miami Linguistic Reader" insert concerning teaching techniques; a professional self-evaluation form; a teacher training module evaluation; sample LEP program organization patterns; LEP program time requirements; results of National Institute of Education research on the Dade County program; syllabi for training teachers of LEP students; guidelines for grading and promoting LEP students; and a literature review on reading instruction and inservice education. (MSE)

ED 267 637 FL 015 589

Rosenbusch, Marcia H.; Chatfield, Walter
Strengthening Community Foreign Language Programs through Communication Bridges.
PUB DATE- 86
NOTE- 11p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Community Programs; Elementary Education; Federal Aid; *FLES; French; German; Language Teachers; *Program Development; Program Evaluation; *School Community Relationship; Second Language Instruction; Spanish; Statewide Planning
IDENTIFIERS- Foreign Language Weeks; *Iowa; Iowa Humanities Board; National Endowment for the Humanities

To provide a more permanent foundation for foreign language education in general and for extracurricular FLES programs in particular, a project was funded by the Iowa Humanities Board and the National Endowment for the Humanities. Its overall goals were to ensure positive foreign language learning experiences for elementary and secondary school students and to sensitize foreign language teachers at all levels of instruction to the need for cooperation. The project's functions in meeting those goals were to: (1) establish communication between curricular (school-based) and extracurricular (community-based) foreign language programs within a community, (2) work for mutual understanding and support of foreign language goals for the various instructional levels within a community, and (3) develop cooperative efforts in classroom and special program activities on the various instructional levels. Implementation began in one community with a cooperative project, a foreign language week, established by the teachers of an existing secondary school French and Spanish program and an extracurricular, community-wide elementary-school level French, Spanish, and German program. Written and discussion-based evaluations of the project were conducted, and both possibilities and problems in future cooperation were identified. A suggested major change in future programs was the inclusion and cooperation of the school administration. Improved articulation was also strongly recommended. (MSE)

ED 267 719 HE 019 204

Fleit, Linda H.
Choosing a Chief Information Officer: The Myth of the Computer Czar.
American Association for Higher Education, Washington, D.C.
PUB DATE- Apr 86
NOTE- 5p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; *Computer Oriented Programs; Higher Education; Institutional Characteristics; *Management Information Systems; *Needs Assessment; Organizational Development; Technology Transfer
IDENTIFIERS- *Chief Information Officers; *Computer Management

Characteristics of colleges that may indicate the need for a chief information officer (CIO) are identified, along with factors that might lead to failure in taking this direction. An example of an institution that encountered problems when they hired a CIO is included. Factors leading to success are as follows: (1) a well-thought-out position on computing based on experience; (2) upper-level administrators and faculty who are knowledgeable about technology; (3) current school computer employees who are knowledgeable about the institution and about higher education in general; (4) institutional leaders who have internalized enough of the issues surrounding technology in higher education to be able to make informed judgments; (5) a school with a governance structure in place that listens to input from all over the campus; (6) an institution that has made significant inroads into end-user computing and distributed processing; and (7) an institution that has an overall strategic plan in place, from which the long-range computing plan can be drawn. Schools who do not meet the criteria are advised not to establish the position of CIO. Having a CIO on campus too early means taking a risk that there will not be the needed support structure for the CIO to succeed. (SW)

ED 267 773 IR 012 141

Hannafin, Michael; And Others

The Effects of Presentation Latency and Embedded Orienting Strategies on Learning from Computer-Based Instruction.

PUB DATE- Jan 86
NOTE- 22p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavioral Objectives; Cognitive Objectives; Comparative Analysis; *Computer Assisted Instruction; *Intermode Differences; Learning Processes; *Learning Strategies; Microcomputers; *Prompting; Tables (Data); *Time Factors (Learning)
IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness

The purpose of this study was to examine the effects of behavioral and cognitive organizing strategies and varied processing intervals on factual and inferential learning. A total of 49 upper-division undergraduate and graduate students, who were randomly assigned to either a cognitive, behavioral, or individual orienting strategy group, received computer-assisted instruction (CAI) with either 10 or 30 seconds of access time to branch to lesson segments. Presented at identical locations throughout the lesson, orienting strategies addressed criterion information either explicitly or in more general abstract terms. Upon completion of the lesson, students were administered a posttest measuring both factual and inferential learning. Results indicate that the explicitness of the orienting strategy did not affect the learning of either facts or inferences differentially; however, a marginal effect was found for access time, with students performing better with 30 seconds. The results suggest that differences in orienting strategies may not be as important as sufficient time for strategy utilization. A list of references, two data tables, and two figures are included. (Author/JB)

ED 267 785 IR 012 153

Morrison, Gary R.; Ross, Steven M.

Memphis State Regression Computer-Managed Instruction Model.

PUB DATE- Jan 86
NOTE- 12p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Style; Comparative Analysis; *Computer Assisted Instruction; Flow Charts; Individual Differences; *Individualized Instruction; *Individual Needs; Learning Strategies; *Microcomputers; *Models; Research Methodology; Teaching Methods
IDENTIFIERS- *Adaptive Instructional Models; AECT Research and Theory Division Meeting; *Learner Control

While individualized learning strategies typically provide large amounts of instructional support, they also reply heavily on learner judgement to determine the amount of support required to achieve an objective. Frequently, these strategies result in high achievers selecting too much support and low achievers selecting too little. Interest in this problem led to the development of the Memphis State Regression Model, which systematically selects the amount of instructional support the learner needs. Three adaptive versions of the model were evaluated: (1) quantity of instructional support and incentives; (2) meaningfulness of problem-solving contexts; and (3) density of narrative text. The first study consisted of five treatment groups: individual prescriptions generated by the model, prescriptions based on ability, low or high levels of instructional support, and nonadaptively-varied instructional support. Results indicated that the adaptive group performed significantly better than any of the other treatments. The second model was evaluated via three studies which adapted problem contexts to the learner's interest. Results indicated that the context-specific groups performed significantly better in all three studies. The third study focused on the application of this model in a self-instructional unit covering 10 algebraic rules taught in an introductory college statistics course. Three versions of instruction were developed and administered to students via print or computer presentation--low, high, or learner control of narrative density. Learners in the computer model took more time with both the high- and low-density treatments; subjects in the computer mode of the learner controlled treatment also selected the high-density narrative more often, suggesting that they had less confidence when learning from information presented via a CRT screen. A list of references and a flow chart of the model are provided. (JB)

ED 267 827 IR 051 488

McLaughlin, Pamela, Comp.
Information Resources on Online Searching in Secondary Schools. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Databases; *High School Students; Learning Resources Centers; *Library Services; *Online Searching; *Online Systems; School Libraries; Secondary Education; *Teaching Methods
IDENTIFIERS- End Users

The 13 articles on online searching in secondary schools that are annotated in this bibliography were published between 1981 and 1985 and cited in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The documents and articles cover a variety of issues and perspectives including: an introduction to online bibliographic searching for high school students; teaching online searching to high school students; the use of online bibliographic retrieval systems in Montgomery County (Maryland) public schools; a review of research on the direct use of online bibliographic information systems by untrained end users; integrating online instruction into the high school library curriculum; considerations in offering bibliographic database access to students; rationale, process, and implications of training students to search online; and innovative approaches to teaching online bibliographic searching and student use of information. (THC)

ED 267 856 JC 860 156

Data Summary: Articulation between Secondary and Postsecondary Occupational Education Programs.

State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- 85
NOTE- 9p.; For a related document, see JC 860 157.
GRANT- VEA-53-85-301-0370
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advanced Placement Programs; *Articulation (Education); *College School Cooperation; Community Colleges; High Schools; Program Administration; Program Costs; Program Evaluation; State Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- *New York

In 1984-85, a research project was conducted in New York State to develop a summary of existing formal agreements in occupational programs between secondary and postsecondary institutions, and to determine characteristics important to the success of existing agreements. Survey responses were obtained from 45 two-year colleges and 37 secondary schools, and on-site interviews were held at 10 two-year colleges and 7 secondary institutions. Research findings included the following: (1) 60% of the postsecondary respondents and 76% of secondary respondents reported one or more agreements currently in operation; (2) 43.5% of the postsecondary institutions listed division heads/department chairs/associate division deans as responsible for the coordination of agreements; (3) the major purposes of articulation agreements cited by both secondary and postsecondary respondents were to award advanced placement/credit and to facilitate access to college programs; (4) 66.7% of the postsecondary agreements and 45.3% of the secondary agreements had been in operation up to 2 years; (4) problems in planning identified by 31% of the secondary respondents and 47% of the postsecondary respondents included scheduling, transportation, communication, funding, philosophical differences, and compatibility of curricula; (5) reported costs at both levels were indirect costs of time requirements for administrators and faculty; (6) assessment mechanisms were reported in place by 65.2% of the postsecondary respondents and 76.5% of the secondary respondents; and (7) coordination, communication, and commitment were the most frequently identified characteristics of successful agreements. (LAL)

ED 267 885 JC 860 192

Renz, Frank J.; Black, Marjorie
Position Paper for Community Colleges in New Mexico.
New Mexico Association of Community and Junior Colleges, Santa Fe.
PUB DATE- 15 Sep 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Role; *Community Colleges; Economic Development; *Educational Assessment; Educational History; Position Papers; *Relevance (Education); Role of Education; School Community Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *New Mexico

Written at the request of the presidents of the New Mexico Association for Community and Junior Colleges as a means of informing the deliberations of the legislatively appointed Higher Education Reform Committee, this position paper outlines the history, mission, and function of New Mexico's community colleges, branch colleges, and vocational-technical schools. The first section provides an overview of the history of the community college movement and of the community colleges in New Mexico. Next, a section on the mission of the community college examines curricula, community college characteristics, the profile of the community college student, commitment to excellence, services provided by the community college, and geographical distribution. The next section offers a description of the role of the community college in the state's economic development, focusing on community college partnerships with New Mexico business and industry. The final sections review the benefits afforded to the state by its community colleges and look at the present and future of the institutions, considering such factors as telecommunications technology, community college partnership with business and industry, and community college recreational and cultural opportunities. Extensive appendices making up two-thirds of the document provide detailed data on all the major topics discussed plus supporting information on tuition and fees, enrollments, remedial instruction, faculty degrees and salaries, budgets and revenues and other related topics. (LAL)

PS

ED 267 914 PS 015 714

Spencer, Mima
Choosing Software for Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Software; Drills (Practice); Early Childhood Education; Elementary Education; Guidelines; *Media Selection; Preschool Education; Simulation; Tutorial Programs
IDENTIFIERS- Computer Games; ERIC Digests; *Quality Indicators

This Digest points out characteristics of quality computer software for children, describes different kinds of software, and suggests ways to get software for preview. The need to consider the purpose for which the software is to be used and the degree to which the software meets its stated goals is noted. Desirable software characteristics and program features are suggested in a list of questions to ask when considering software purchases. Highly structured programs, such as computer games, drill and practice programs, and tutorials are described. Also discussed are programs which offer children opportunities for creative responses, such as simulations and LOGO. Concluding remarks offer specific directions for locating software for preview and stress the importance of taking the child's point of view in assessing software and in designing software for children. (RH)

ED 267 943 RC 015 669

Zielinski, David R.
The Evolution of a Process: Language Arts Curriculum Enrichment in Rural Alabama High Schools.
PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the Southeast Regional Association Conference of the American Educational Research Association (Tallahassee, FL, March 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Curriculum Enrichment; *English Curriculum; Individualized Instruction; Inservice Teacher Education; Program Descriptions; *Program Implementation; *Rural Education; Rural Schools; Secondary Education; *Writing Improvement; Writing Instruction
IDENTIFIERS- *Biomedical Sciences Preparatory Program AL

Flexibility and change have characterized the 3-year history of the English curriculum-enrichment component of the Biomedical Sciences Preparatory Program (BioPrep)--a program that stresses science for rural high school students but includes the importance of writing and communication skills. In the program's first year the curriculum team set out to produce a unified and comprehensive guide based on the students' biology text and providing activities in English, math, and social studies that would complement areas of scientific study. Other first year activities were inservice training for teachers and visits to project schools. In the second year--the students' tenth grade year--the comprehensive, interdisciplinary plan was discontinued and teachers were invited to participate in planning the English curriculum and goals for the year. During the second year the emphasis changed to providing students with a solid foundation in writing. To this end an inservice training session for teachers was held, and a project-wide assessment of student writing ability was undertaken. In the third and current year emphasis remains on student writing. The English curriculum provides direct classroom instruction for BioPrep students and inservice training for their teachers and serves as a laboratory for university level research in rhetoric and composition studies. (JHZ)

ED 267 957 RC 015 687

Battiste, Marie
Micmac Literacy and Cognitive Assimilation.
PUB DATE- 26 Jul 84
NOTE- 25p.; Paper presented at the International Conference of the Mokakit Indian Education Research Association (London, Ontario, Canada, July 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acculturation; *American Indian History; *American Indian Languages; American Indians; *Anthropological Linguistics; *Canada Natives; Foreign Countries; Language Attitudes; Language Role; Language Standardization; *Literacy; Material Development; Native Language Instruction; Symbolic Language
IDENTIFIERS- *Algonquian Languages; Canada; *Micmac (Tribe)

Literacy is a social concept more reflective of culture and context than of formal instruction and can be used for cultural transmission within a society or for cultural imperialism when imposed from outside. The Algonquian-speaking Micmac Indians used pictographs, petroglyphs, notched sticks, and wampum as written communication to serve early social, political, cultural, and spiritual needs. Roman Catholic missionaries adapted the aboriginal symbols and developed hieroglyphs to teach prayers. These modified hieroglyphs remain the essence of Micmac literacy although four Roman scripts were developed by European missionaries and the Canadian government to promote cultural assimilation. Micmac language research to develop culturally responsive educational materials during the 1970's led to debate about choice of writing script and the subsequent development of a new script and extensive modifications of traditional scripts. Although the value of literacy has been recognized by the Micmac Tribe for over 300 years, the varieties of scripts imposed by outside cultures has impeded production of bicultural educational materials. (LFL)

SE

ED 267 651 FL 015 638

Dialogisme et polyphonie: Actes du colloque (Dialogue Theory and Polyphony: Proceedings of a Colloquium, Neuchatel, Switzerland, September 27-28, 1985).

Neuchatel Univ. (Switzerland).

PUB DATE- Dec 85

NOTE- 101p.; A product of the Institut de Linguistique.

LANGUAGE- French

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Collected Works - Serials (022)

DESCRIPTORS- *Dialogs (Language); *Discourse Analysis; Fiction; Language Research; Language Styles; *Linguistic Theory; Literature Appreciation; *Pragmatics; *Speech Acts; Syntax

IDENTIFIERS- *Polyphony

Three colloquium papers are presented on two fields of linguistics, dialogism (the study of dialogue content) and polyphony (the representation of different sounds by the same letter or symbol). The first paper, by J. Moeschler, examines dialogism, dialogue, and polyphony from the perspective of the pragmatics of the utterance and the pragmatics of discourse. The second paper, by A. Reboul, discusses a theory for the interpretation of utterances in romanesque fiction. The final paper, by C. Rubattel, looks at polyphony, syntax, and the demarcation of the utterance. The essays are presented in the context of a discussion of the work of Mikhail Bakhtine, a linguist and philosopher. (MSE)

ED 267 972 SE 046 494

Smith, Mike U.
Organization of Classical Genetics Problems by Faculty Problem Solvers.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Conventions of the Society of College Science Teachers and the National Science Teachers Association (San Francisco, CA, March 27, 1986). For a related document, see SE 046 493.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *College Science; *Genetics; Higher Education; *Organization; Pilot Projects; *Problem Solving; Science Education
IDENTIFIERS- Science Education Research

This paper is a progress report of the first phase of a project which essentially seeks to replicate previous studies using the successful/unsuccessful design in an attempt to: (1) corroborate the surface/deep structure conclusion which has become an essential component of an understanding of problem-solving; (2) examine more closely the nature of the categorization procedure and how it is applied; (3) reexamine the similarity of keywords identified by subjects; and (4) extend the research into another content area, enhancing the generalizability of the conclusions. Included are results of a pilot study of how geneticists and biologists categorize genetics problems. Findings (based on five faculty responses) show that: biology faculty members apparently have a detailed mental organizational structure for genetics problems; genetics problems are apparently mentally organized by these individuals in a hierarchical system; the self-report of at least one subject suggests that this organization plays a signficant role in problem-solving; genetics principles used by faculty subjects to organize genetics problems appear to be very similar in most cases; the organizations produced were based on "deep structure"; and the keywords identified by subjects are closely tied to the organization scheme being used. (JN)

ED 267 608 FL 015 551

Koike, Dale April
Brazilian Portuguese Requests and the Role of Deixis in Politeness.

PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 28-30, 1985). Some pages may be marginally legible due to light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interpersonal Communication; *Language Styles; Nonverbal Communication; *Pragmatics; Sociolinguistics; Speech Acts; *Speech Communication; *Tenses (Grammar)
IDENTIFIERS- *Politeness; *Portuguese (Brazilian)

In the context of linguistic theories of politeness, it is possible to consider the concept of a continuum of politeness that includes degrees of speaker egocentricity. It is proposed that directives in Brazilian Portuguese follow a hierarchy of politeness forms based on a theory of pragmatic markedness: that the more marked for politeness a directive form is, the more indirect it is in illocutionary force from the very direct base form. Degrees of politeness are related to a shift away from the speaker's egocentric focus, with the speaker relinquishing linguistic control and becoming increasingly dependent on the will of the hearer in complying with the request. The theory is illustrated with examples in Brazilian Portuguese of the use of the conditional tense and first- and second-person reference as strategies to express politeness. (MSE)

ED 267 623 FL 015 575

Yoshida, Norman J.

In Pursuit of Trivia -- Game Theory and Research Skills.

PUB DATE- Nov 85
NOTE- 6p.; Paper presented at the TRI-TESOL Conference (Bellevue, Washington, November 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Course Content; *English (Second Language); *Games; Higher Education; *Language Skills; *Library Skills; Research Skills; Second Language Instruction; *Student Developed Materials
IDENTIFIERS- Lewis and Clark College OR; *Trivial Pursuit

One of a group of modular courses developed for a college-level program in English as a second language (ESL) is an intermediate level course designed to help students develop their knowledge of the world through language. The course, modeled on the popular game Trivial Pursuit, requires students to learn library skills and perform research on a variety of topics, discuss the material researched and other relevant cultural information in classroom sessions, and prepare a final project, a student-designed version of the game. All activities are organized to lead the learner from the familiar to the unfamiliar. Occasional trivia quizzes are used to force students to make new associations and to acquire new information in order to play the game. The course design helps students develop cognitive and language abilities while it encourages lively discussions, enthusiastic information-seeking, and formation of friendships. (MSE)

Proposed Creation of a California State University, San Bernardino, Off-Campus Center in the Coachella Valley. Commission Report 85-40.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Dec 85
NOTE- 17p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; *Educational Demand; Enrollment Projections; Evaluation Criteria; Higher Education; *Needs Assessment; *Off Campus Facilities; Population Trends; *Satellite Facilities; *State Universities
IDENTIFIERS- *California State University; *Public Colleges

A proposal to establish an off-campus center in the Coachella Valley for California State University, San Bernardino, is presented, along with recommendations of the California Postsecondary Education Commission. The background to the development of the proposal is discussed, including demographic information, proposed facilities, degree offerings, and enrollment projections. The adequacy of documentation provided by the university for the establishment of the center is assessed, along with the degree to which the need for the center is demonstrated. Attention is directed to 11 criteria for the establishment of off-campus centers that are specified in the Commission's "Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers." Factors that demonstrate need for the off-campus center include: the geographic isolation of the valley and lack of convenient and inexpensive four-year and graduate programs, the growing population of the valley, community interest in the proposed center, and a lack of cost-effective alternatives to the distinctive educational needs of the area. The Commission recommends that the off-campus center be established. (SW)

ED 267 705 HE 019 189

Tatum, B. Charles; Lenel, Julia C.
A Comparison of Self-Paced and Lecture/Discussion Teaching Methods.
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; Comparative Analysis; Conventional Instruction; *Course Evaluation; *Discussion (Teaching Technique); *Grades (Scholastic); Higher Education; *Lecture Method; *Pacing; Questionnaires; *Student Attitudes; Teaching Methods

Student course performance and course evaluation were compared for two methods of teaching general psychology. The self-paced method consisted of a modified Keller Plan (PSI) arrangement in which students progressed through small instructional units at their own pace. The lecture/discussion method consisted of a modified form of the traditional teaching style in which students were exposed to lectures and discussion that covered large units of information, and students proceeded at the instructor's pace. The results revealed little difference in course performance for the two teaching methods, except that the self-paced students performed better on the unit (chapter) tests. No differences were found between the two methods with respect to performance on the final exam, retention one year later, or average course grade. The results further reveal that the students were more satisfied with the self-paced courses than with the lecture/discussion courses. The evidence suggests that the general evaluation of the two courses favored the self-paced method. It is concluded that the self-paced course is not necessarily a better way to learn, but that students are more satisfied with the self-paced format than with the lecture/discussion style. The questionnaire is appended. (Author/SW)

ED 267 733 IR 012 006

Mylona, Martha D.
Notebook on Computer Literacy Training. A Plan for Computer Literacy Training for School Personnel.
Lesley Coll., Cambridge, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; *Computer Literacy; Curriculum Design; *Curriculum Development; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Needs Assessment; Objectives; Program Descriptions; *Teacher Aides

This document is designed to assist educators, trainers, instructional designers, program planners, and Title VII program directors involved in the computer education of bilingual children. The presented information will assist in identifying target learner needs in the area of computer utilization and applications. The document describes an initial effort for computer literacy training directed towards the specific needs of a specific group of teachers and teacher assistants at the Silvia School Local Educational Agency (LEA) in Fall River, Massachusetts. The target population consisted of a group of learners who are elementary school teachers and teacher assistants involved in the teaching of bilingual (Portuguese/English) children. The methodology selected for instructional curriculum mapping for each unit of training is a combination of the procedural and hierarchical approaches. This was determined by the nature of the topics of the curriculum, which involved such domains of learning as verbal information, intellectual skills, motor skills, cognitive strategies, and implicit attitudes throughout the curriculum. A needs analysis was the first critical step in identifying the content to be addressed during the short-term computer literacy training. The document includes the following sections: Preface; Rationale; Front-End Analysis; Goals and Objectives; and Training Program Outline. Appendices include: Sample Needs Assessment Instruments, Courseware

Evaluation Protocol, News Release, Certificate of Participation, and Sources and Resources. (THC)

ED 267 812 IR 051 473

Alberico, Ralph; Snow, Maxine
Databases for Communications Research.

PUB DATE- 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Analysis; *Communication Research; *Databases; Information Seeking; Information Theory; *Mass Media; *Media Research; *Online Searching; Online Systems; Online Vendors; Position Papers

Electronic databases have become important resources for researchers in many disciplines. While there is no single database designed to cover the field of communications, there are several databases which include material that is of interest to investigators in the field. An experiment was performed to determine which databases would be most useful to communications scholars. Topics representing the dominant paradigms of the discipline were searched on the 11 databases selected as most likely to provide strong coverage of the communications literature. Among the topics chosen were: audience behavior, communications theory, media content, the relationship between mass media and the state, and the economics of the communications industry. Information on those topics and the results obtained are compared. The most useful databases are described in terms of the types of communications research being reported in the literature. Lists of the most important databases for communications research and online vendors are included. Recommendations that reflect the diverse methodologies and research interests of those in the field have been provided. (THC)

ED 267 842 JC 860 140

Williams, E. Paul; Williamson, M. M.
Characteristics of Students and Programs at Portland Community College.
Portland Community Coll., OR. Research and Planning Dept.
PUB DATE- 20 Sep 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Day Students; Educational Background; Ethnic Groups; Evening Students; Full Time Students; Lifelong Learning; Multicampus Colleges; Part Time Students; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

A descriptive study was conducted of the students who enrolled at Portland Community College (PCC) in fall 1984. The study, which focused on students' demographic characteristics, educational background, average credit hours, motives for attending PCC, employer-paid tuition, residence, and life-long learning, served as the basis for the identification of a number of issues and suggested activities for the college. Study findings, based on a survey of 10,976 students, included the following: (1) the typical PCC student was a white (85.7%) woman (55.6%), almost 33 years old, who graduated (55.1%) from a high school likely to be located within the PCC district (73.2%); (2) 11% of all new on-campus students had a baccalaureate degree and 31% had attended a four-year college; (3) students took an average of 7.70 credit hours; (4) students' primary reasons for attending PCC were to gain new occupational skills that lead to careers and for personal development; (5) 7% of the students received employer tuition assistance; and (6) 383 of the students enrolled in fall 1984 had first attended PCC in 1973. Appendices contain a series of tables and graphs showing data for the college as a whole and each of its campuses and centers. (EJV)

ED 267 900 PS 015 685

Reynolds, Ruth C.; Ogletree, Earl J.
Latchkey Programs: A Research Review.

PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Childhood Needs; *Community Services; Daily Living Skills; Early Childhood Education; Elementary Education; National Surveys; Parent Responsibility; *Program Descriptions; *Program Development; *School Age Day Care; School Responsibility; Social Responsibility; State Legislation; *State Programs
IDENTIFIERS- *Latchkey Children

This study addresses the issues surrounding the status of latchkey programs in the United States. These issues include concerns about the responsibilities and roles of parents, schools, and community agencies in providing care for latchkey children, the types of programs that need to be developed, and the types of "survival skills" curricula that need to be developed to prepare latchkey children to take care of themselves. In addition, there are psychological, physical, and developmental risks for latchkey children. To collect data on the status of latchkey programs in the fifty states, a survey questionnaire was distributed to determine the availability of latchkey programs in each state. Commonalities among responses are discussed in the following areas: (1) profile of latchkey children; (2) profile of latchkey parents; (3) types of latchkey programs; (4) demographic data base for latchkey programs; (5) factors initiating development of latchkey programs; and (6) latchkey legislation. Extensive tables in the report summarize state-by-state responses to each of these areas. Findings indicate that less than one-half of the 31 states had any form of latchkey program. Implications and recommendations based on these findings are discussed. (DST)

ED 267 652 FL 015 640

English Teaching Profile: India, Northern Region.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; *Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; Language Research; *Language Role; *Language Teachers; Postsecondary Education; Teacher Education; Technical Assistance
IDENTIFIERS- *India; India (Chandigarh UT); India (Haryana); India (Himachal Pradesh); India (Punjab State)

A review of the status of English language instruction in northern India (the states of Haryana, Punjab, Himachal Pradesh, and Chandigarh UT) provides an overview of the role of English in the society in general and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher education). The report also covers the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It is concluded that the main strengths of English language teaching are that the role of English in commerce, academia, and interstate and international communication is strong. The main weakness is in the unsatisfactory curriculum, instruction, and testing of English in the educational system, which has a tendency to favor literature over spoken language and gives little exposure to native speech. (MSE)

ED 267 666 HE 019 062

Van de Water, Gordon; Augenblick, John

Higher Education in South Carolina: An Agenda for the Future. Report to the South Carolina Commission on Higher Education.

AVA, Inc., Denver, CO.

SPONS. AGENCY- South Carolina Commission on Higher Education, Columbia.

PUB DATE- Feb 86

NOTE- 356p.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Rank (Professional); Board of Education Role; *College Role; Educational Assessment; *Educational Finance; Educational Policy; *Educational Quality; Enrollment Trends; Expenditures; Government School Relationship; *Higher Education; Income; Minority Groups; State Boards of Education; State Colleges; *Statewide Planning; Teacher Salaries; Tuition

IDENTIFIERS- Institutional Mission; Peer Institutions; *Public Colleges; *South Carolina

Higher education in South Carolina was evaluated, with attention to college missions, financial resources for colleges, and the role of the South Carolina Commission on Higher Education. The development of higher education during the last 30 years and the state's role in organizing and managing the higher education enterprise are described. The climate for colleges in South Carolina and strengths and weaknesses of higher education in the state are also discussed. Included are nine recommendations to improve the quality of higher education in the state through systematic assessment at the state level and state-level policies. Thirteen recommendations to strengthen the Commission cover leadership responsibility, statewide planning, commission relationships with public and private colleges, and the agency's legal structure. Important trends likely to affect higher education are identified that concern population growth, income, racial composition, educational attainment, economic changes, and state revenues and expenditures. Also provided are comparative data for South Carolina's 33 state colleges as well as peer institutions in other states on: sources of revenue, expenditures by function, expenditure ratios, tuition and fees, enrollments by level, student racial composition, faculty salaries, and distribution of faculty by rank. (SW)

ED 267 679 HE 019 147

Scherini, Rose

Transfer Students at Berkeley.

California Univ., Berkeley, Office of Student Research.

PUB DATE- Oct 85
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Articulation (Education); *College Transfer Students; Educational Background; Enrollment Trends; Grade Point Average; Higher Education; Institutional Research; Questionnaires; *State Universities; Student Adjustment; *Student Attitudes; Student Characteristics; Student Experience
IDENTIFIERS- *University of California Berkeley

Data about transfer students at the University of California, Berkeley, are reported, based on a spring 1985 telephone survey of transfer students at Berkeley and other student data, including enrollment trends, performance, and persistence. Particular attention is directed to community college (CC) transfer students. Survey responses revealed the following: (1) transfer students are generally satisfied with the university overall and half are very satisfied; (2) about one-half of the transfers found the university to be different from what they expected (over two-fifths felt unprepared); (3) transfer students, especially those from community colleges, tend to be older and to have spent more time out of school than other undergraduates; (4) CC transfer students include a greater proportion of high-risk students, but their graduation/persistence rate (80%) is equal to and slightly higher than the rates for transfers from four-year colleges; and (5) the diversity among CC transfers, especially their age distribution, makes it especially difficult to generalize about this group. The Telephone Questionnaire is appended, along with information on the last schools attended by transfer students, student answers to selected items, and data on graduation and persistence rates. (SW)

ED 267 748 IR 012 068

Cohen, Stanley
Multiplan as a Programming Language. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-11
PUB DATE- Dec 84
NOTE- 33p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Higher Education; Instructional Materials; *Microcomputers; Program Descriptions; *Programing; *Programing Languages
IDENTIFIERS- *Drexel University PA; *Spreadsheets

This description of ways in which a computer spreadsheet program, Multiplan, can be used as a programming language begins by comparing the use of two programming languages--Pascal and Multiplan--to solve a simple problem. Next, the advantages of using a spreadsheet are described; e.g., keyboard input and screen formatting routines are handled by the program; the spreadsheet is completely interactive; the cell format encourages partitioning tasks into small modules; Multiplan allows cells or groups of cells to be given meaningful names; calculations requiring iterative solutions can be performed; and results of calculations of one sheet can be transferred to another sheet. The limitations of using the spreadsheet as a programming language are then described; e.g., as the sheet fills up recalculation takes longer, the fixed format is limiting, and the implementation of iteration on Multiplan forces the order of calculation of cells to occur in a way which restricts the positioning of formulas on the sheet. Finally, several examples of programs done with Multiplan are briefly described. Appendices include examples of nine Multiplan template set-up sheets and screens. (THC)

Winn, Bill
Emerging Trends in Educational Technology Research.
PUB DATE- Jan 86
NOTE- 32p.; Paper presented at the Annual Convention of the Association for Educational Communications Technology (Las Vegas, NV, January 16-21, 1986). For the entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Technology; Futures (of Society); Instructional Development; Media Research; *Research Methodology; *Research Needs; *Social Science Research
IDENTIFIERS- AECT Research and Theory Division Meeting; Learner Control; Prescriptive Research

This examination of the topic of research in educational technology addresses four major areas: (1) why research is conducted in this area and the characteristics of that research; (2) the types of research questions that should or should not be addressed; (3) the most appropriate methodologies for finding answers to research questions; and (4) the characteristics of a research report that make it "good" and ultimately suitable for publication. The most important type of research for educational technologists to conduct is that which solves practical problems for contexts in which the complexity of the real world has not been controlled as it is in experimental research. Three aspects of this kind of research need to be considered: the development and validation of procedures for conducting decision-oriented research, methods of studying complex systems without having to dismember them, and the need to treat instructional development projects very seriously as case studies. Whatever methodology is used to conduct research, it must be applied with discipline and rigor. Given the eclectic nature of research questions in the discipline, a whole battery of methods--both qualitative and quantitative--should be used for investigation. Future trends in methodology in educational technology will follow the trends of educational research in general, i.e., more non-experimental studies will be conducted. Suggestions for successful publication of research efforts and a list of references complete the document. (JB)

Bates, Henry E.
A Packet of Information to Assist Libraries in Data Collection and Interpretation of Statistics for Coordinated Cooperative Collection Development.
North Bay Cooperative Library System, Santa Rosa, Calif.
PUB DATE- Nov 85
NOTE- 100p.; Paper presented at the Annual Conference of the California Library Association (Oakland, CA, November 19, 1985).
GRANT- LSCA-40-0631
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Data Collection; *Interlibrary Loans; Library Acquisition; *Library Collection Development; Library Collections; Library Cooperation; *Library Materials; Library Material Selection; Library Research; *Library Statistics; Statistical Analysis; Worksheets
IDENTIFIERS- *California (Santa Rosa)

This packet is designed to guide users through the steps that ultimately lead to the assignment of collection responsibilities for individual member libraries of the North Bay Cooperative Library System, Santa Rosa, California. An initial profile of the member libraries examined the subject distribution of books owned, availability of books owned, subject distribution of interlibrary loan requests, acquisitions, and age of materials requested on interlibrary loan. Aids in interpreting the statistics that were developed as a result of the data gathering are offered as well as a composite of the various data among the 14 participating libraries. The last portion of the packet is devoted to a list of subjects and collecting responsibilities as agreed upon by the libraries. (Author/THC)

JC

ED 267 871 JC 860 175

Wright, Ted
Pre-College and Post-Matriculation Predictors of Attrition at Miami-Dade Community College. Research Report No. 84-33.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Nov 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Community Colleges; Dropout Research; Females; Grade Point Average; Males; *Predictor Variables; School Holding Power; *Student Attrition; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A study was conducted to examine several academic and non-academic variables in terms of their relationship to student attrition at Miami-Dade Community College (MDCC). The study sample consisted of 306 associate in arts degree-seeking students who first enrolled in fall 1981. Four groups of students, defined according to the last semester attended, were examined for differences in mean high school grade point average (GPA), high school class size, Comparative Guidance and Placement (CGP) test scores, first term GPA, credits earned, ethnicity, and gender. Study findings included the following: (1) first-term GPA and credits earned were significantly related to attrition; (2) demographic variables were not found to be directly related to attrition; (3) students who dropped out after one semester had significantly lower first-term GPA's and earned fewer credits than students who persisted longer; and (4) the significant interaction between attrition and gender with regard to high school GPA and CGP writing scores suggested that a predisposition to withdraw might be gender specific. A literature review on attrition is included. (LAL)

ED 267 929 PS 015 745

Guddemi, Marcia Priess
Television and Young Children: The Effects of Television on Dramatic Play.
South Carolina Univ., Columbia. Coll. of Education.

PUB DATE- 20 Apr 86
NOTE- 17p.; Paper presented at the Annual Conference of the Southern Association on Children under Six (37th, Orlando, FL, March 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dramatic Play; Educational Responsibility; Guidelines; *Mass Media Effects; *Parent Responsibility; *Preschool Children; Preschool Education; *Teacher Responsibility; *Television Viewing
IDENTIFIERS- Research Results

Preschool children view television on an average of 4.5 hours or more daily, more than any other age group with the exception of senior citizens. With television viewing occupying such a great proportion of the preschool child's waking hours, the influence of television on the remaining play time, and particularly that of dramatic play, is of special interest for educators and parents. Dramatic play, the specialized form of symbolic play in which children pretend situations, is of special value to child development for many reasons. Such play facilitates the development of creativity, intellectual growth, acquisition of social skills, reduction of egocentricity and gains in Piagetian operations, and is generally adaptive. Research has demonstrated the effect of television viewing on children's behavior and ways that the effect of television can be mediated by adults. Other studies have revealed the influence of television on the theme production of preschoolers during dramatic free play. To put television viewing into proper perspective for young children, adults should limit television viewing, select programs that are less violent and stereotyped, always watch television with children, and encourage dramatic play in all forms. Child care facilities should not encourage television viewing. (RH)

ED 267 593 FL 015 486

Qafisheh, Hamdi A.
Yemeni Arabic I.
Arizona Univ., Tucson. Dept. of Oriental Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 404p.; For related document, see FL 015 487.
CONTRACT- G00-83-2151
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; Classroom Techniques; Conversational Language Courses; Curriculum Guides; Daily Living Skills; Dialects; *Dialogs (Language); Grammar; Instructional Materials; *Introductory Courses; Listening Comprehension; *Pattern Drills (Language); Pronunciation; Second Language Instruction; *Speech Communication; *Vocabulary
IDENTIFIERS- Yemen

Instructional materials for beginning Sanaani Arabic, a dialect used predominantly for oral communication, include 40 units consisting of text derived from recordings of spontanous conversations of native speakers in various communication situations. Some of the lesson topics are: greetings, getting acquainted, appointments, telephone conversations, shopping, education, mailing letters, telling time, directions, holidays, and festivals. The lessons include the following sections: a translation of the text; a list of vocabulary occurring in the text; additional related vocabulary; pronunciation notes; notes on grammar and constructions; drills using items in the lesson; and conversations and listening comprehension passages using familiar vocabulary in a new context. Introductory notes on use of the materials, a general bilingual glossary, and an index of grammatical terms are also included. (MSE)

ED 267 624 FL 015 576

Mace-Matluck, Betty J.; And Others
Teaching Reading to Bilingual Children Study. Final Report.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 1,102p.
CONTRACT- 400-83-0007
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF08/PC45 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs;

Bilingual Students; *Classroom Techniques; Elementary Education; English (Second Language); Federal Programs; Hispanic Americans; Language Proficiency; *Limited English Speaking; Longitudinal Studies; Native Language Instruction; *Reading Instruction; Reading Skills; Spanish Speaking; Speech Skills

This eight-volume final report of a federally-funded longitudinal study on the teaching of reading to bilingual children provides information on and insight into characteristics of a favorable learning environment for Spanish-speaking children, instructional sequences and events that promote successful and efficient learning of literacy skills, and the language and literacy outcomes of current schooling practices. The volumes deal with the following topics: (1) an introduction to and overview of the study; (2) a description of the study's design; (3) an outline of the analyses used to summarize patterns of growth in language skills, prereading skills, and reading comprehension, and to examine the link between instruction and achievement growth; (4) analyses of growth in oral language proficiency; (5) analyses of growth in reading skills; (6) data on the specific instructional techniques used in the classrooms studied; (7) a discussion of statistical techniques for integrating the findings on language, literacy, and instruction; and (8) the executive summary. (MSE)

ED 267 720 HE 019 205

Minter, John, Ed.
Management Ratios 1. For Colleges & Universities.
National Data Service for Higher Education, Boulder, CO.
REPORT NO.- ISBN-0-937767-00-X
PUB DATE- 86
NOTE- 473p.
AVAILABLE FROM- National Data Service for Higher Education, 2400 Central Avenue, Suite B-2, Boulder, CO 80301 ($125.00 including two diskettes for IBM-compatible microcomputers; $90.00 without diskettes).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *Comparative Analysis; *Computer Software; *Educational Finance; Enrollment Trends; Expenditures; Graduate Study; Higher Education; Income; *Private Colleges; Questionnaires; *Ratios (Mathematics); *State Colleges; Undergraduate Study
IDENTIFIERS- Higher Education General Information Survey; *Peer Institutions

Ratios that enable colleges and universities to select other institutions for comparison are presented. The ratios and underlying data also enable colleges to rank order institutions and to calculate means, quartiles, and ranges for these groups. The data are based on FY 1983 U.S. Department of Education Statistics. The ratios summarize the relationship between important categories of transactions: revenue sources related to total expenditures, expenditures for major operating functions related to total revenues, and full-time equivalent categories. The ratios are provided by state for private and public institutions. The schools are coded according to the following institutional identifying characteristics: Department of Education Institution Classification Codes, Department of Education Level of Offering Codes, Higher Education Directory Level of Offering Codes, academic calendar codes, control or affiliation codes, city size codes, and land grant codes. Additional sections cover: revenue contribution ratios; expenditure demand ratios; plant, endowment assets, and plant debt; and opening fall enrollment ratios. Appended are the Financial Statistics Survey Form and the Fall Enrollment Survey Form. Instructions are provided for obtaining and using special information management software (two diskettes) that enable an institution to create a statistical database for use with this publication. (SW)

ED 267 761 IR 012 129

Dalton, David W.

A Comparison of the Effects of LOGO Use and Teacher-Directed Problem-Solving Instruction on the Problem-Solving Skills, Achievement, and Attitudes of Low, Average, and High Achieving Junior High School Learners.

PUB DATE- Jan 86
NOTE- 34p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Computer Assisted Instruction; Conventional Instruction; Grade 7; *Intermode Differences; Junior High Schools; Mathematics Instruction; Microcomputers; *Problem Solving; Programing; Programing Languages; Research Methodology; *Student Attitudes; Tables (Data); Worksheets
IDENTIFIERS- AECT Research and Theory Division Meeting; *LOGO Programing Language; *Thinking Skills

This comparison of the effects of LOGO use with the use of teacher-directed problem-solving instruction, and with conventional mathematics instruction, focused on the problem-solving ability, basic skills achievement, and attitudes of junior high school learners. Students (N=97) in five seventh grade mathematics classes were systematically assigned to three treatments: a problem-solving strategies instructional treatment that used printed worksheets, a structured LOGO treatment, and a control group. Learners were then assessed on their achievement, attitudes, and higher-level thinking skills using the Program Criterion Reference Test (PCRT), the Comprehensive Test of Basic Skills, the Revised Math Attitude Scale, the School Attitude Measure (SAM), the Test of Cognitive Skills (TCS), and the Test of Non-Routine Problem-Solving Skills. Results indicated that: (1) neither the LOGO group nor the problem-solving strategies group demonstrated any improvement in basic skills achievement as the result of the experimental intervention; (2) the problem-solving group scored significantly higher than the other two groups on both measures of problem-solving skills; and (3) while learners in the LOGO and problem-solving groups scored significantly higher than their counterparts in the control group in the Revised Math Attitude Scale, this can be, in part, attributable to a novelty effect. It is noted that the problem-solving skills fostered through LOGO use may not transfer outside the context of LOGO, since LOGO provides only a single algorithm which may not apply to many types of non-routine problems. A list of references, one graph, and 12 data tables are appended. (JB)

Hart, Russ A.

The Effect of Fluid Ability, Visual Ability, and Visual Placement within the Screen on a Simple Concept Task.

PUB DATE- Jan 86
NOTE- 32p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; *Cognitive Style; Concept Formation; Field Dependence Independence; *Hypothesis Testing; Regression (Statistics); Research Methodology; Sex Differences; Spatial Ability; Tables (Data); Visual Measures; *Visual Perception; *Visual Stimuli
IDENTIFIERS- AECT Research and Theory Division Meeting; Visual Displays; *Visual Placing Response

This exploratory study was conducted to investigate the potential interaction between the media attribute, horizontal screen placement, and a learner's cognitive aptitudes, fluid ability, and visualization. The primary hypothesis tested was that low-ability learners who are without well-developed assembly and control operations should perform better than high-ability students, who may find the visual strategies dysfunctional. The sample consisted of 252 undergraduate students (129 males, 123 females) enrolled in a multiple-section of a radio/television course. Treatments included three versions of a videotaped program that contained 10 simple concepts on sex role indicators. These concepts formed the basis for a visual stimuli set and a 22-item criterion test. Each stimulus was constructed in three versions for left, central, and right screen placement. Stepwise multiple linear regression was utilized to investigate the major hypotheses with the Group Embedded Figures Test, the Advanced Progressive Matrices Test (APM), APM subtest I and II, sex, age, and all possible interactions forming the predictor variables. The resulting equation revealed a highly significant F-ratio with 14 significant interactions accounting for 54% of the total variability. Alternative treatments promoted improved performance for many low-ability learners but actively diminished performance for many high-ability learners and vice versa. Findings of the study affirm the need for future research incorporating additional cognitive factors and alternative media attributes. A list of references and three data tables are provided. (Author/JB)

ED 267 786 IR 012 154

Ragan, Tillman J.
Instructional Strategies in CAI: Instructional Design Theory Needs.
PUB DATE- 18 Jan 86
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Computer Assisted Instruction; Computer Software; *Instructional Design; Literature Reviews; *Microcomputers; *Teacher Effectiveness; *Teaching (Occupation);

Teaching Models; Teaching Styles
IDENTIFIERS- AECT Research and Theory Division Meeting

This paper argues that research findings from the study of teaching could be very useful in enhancing knowledge and tools for the design of both conventional and intelligent instructional software. It also suggests that if the ways in which teachers effectively conduct instruction are different and in certain ways better than other media, and if teachers and computers share the critical capabilities of intelligent information processing, then two things may be predicted: (1) the study of instruction, if limited to instruction delivered by non-intelligent instruments, would not include research and theory regarding what to do with an intelligent instructional instrument; and (2) the study of teaching, being devoted to instruction delivered by intelligent entities, should include research and theory regarding what to do with an intelligent instructional instrument--the computer. A survey of research in the study of teaching uncovered the following names: David Berliner, N. L. Gage, Philip Hosford, Christopher Clark, Robert Yinger, Barak Rosenshine, and Madeline Hunter. Topics and key ideas found to be repeated and emphasized as major areas of interest were teacher effectiveness, teacher thinking, and models of teaching. This survey, however, did not reveal prescriptively-oriented theories and models of what effective teachers do and how they do it, nor were analyses found of the nature of interaction, questioning, and feedback. It is suggested that instructional technologists may have to study teachers and teaching themselves to obtain the information they will need to establish protocols for their "automated teachers." A list of references is provided. (JB)

ED 267 813 IR 051 474

Ostler, Larry
Development of a Strategic Plan for the Harold B. Lee Library: A Model for the Library Public Services.
PUB DATE- Jun 85
NOTE- 209p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Planning; Library Research; *Library Services; *Long Range Planning; *Models; Position Papers; Research Methodology;

*Statewide Planning; Statistical Analysis
IDENTIFIERS- *Brigham Young University UT

A study was undertaken to develop a strategic plan for the Information Services Division of the Harold B. Lee Library (HBLL) at Brigham Young University (Utah). A secondary purpose of the study was to produce a model for strategic planning for public service units of academic libraries in Utah. A questionnaire was sent to administrators of member libraries in the Utah College Library Council (UCLC) to determine their interest in having a strategic planning model for their libraries. Data were gathered over a period of three and a half months from a planning group and subjected to basic descriptive statistical techniques. The study resulted in a strategic plan for HBLL and a planning model for the UCLC libraries. Both the plan for the division and the model were developed by using strategic planning activities: (1) identifying the mission; (2) analyzing the environment; (3) identifying current programs; (4) applying Stiener's WOTS-Up analysis; (5) developing goals and objectives in support of the mission; (6) identifying strategies; and (7) developing the plan. This document includes an introduction; a review of the related literature; descriptions of procedures and methodology; presentation of results; and interpretation, conclusions, and recommendations. A five-page bibliography and extensive appendices are included. (Author/THC)

ED 267 857   JC 860 157

A Guide for Articulation between Postsecondary and Secondary Occupational Programs.
State Univ. of New York, Albany. Two Year Coll. Development Center.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
PUB DATE- 85
NOTE- 8p.; For a related document, see JC 860 156.
GRANT- VEA-53-85-301-0370
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; High Schools; *Program Development; Program Evaluation; Two Year Colleges; *Vocational Education

This guide is designed to serve as a resource for secondary and postsecondary occupational educators who are interested in initiating or expanding articulation agreements. It is designed in an informal question and answer format with content based on results of a research project which collected information through interviews with secondary and postsecondary occupational educators.

The guide highlights: (1) the benefits of articulation related to career exploration, recruitment, motivation, public relations, and avoiding the duplication of programs; (2) the characteristics of successful articulation agreements, including clarity of intent, flexibility of approach and perspective, compatibility of goals, simplicity, and ongoing communication; and (3) suggested strategies for the design and implementation of agreements. The guide also identifies potential problems or barriers, such as incompatibility between curricula, lack of support, needless delay, and unrealistic expectations; and offers suggestions for follow-up and evaluation of agreements. Sample articulation forms are also included. (LAL)

ED 267 915 PS 015 715

Carney, Patricia T.; Sedlacek, William E.
Attitudes of Young Adults toward Children. Research Report #4-85.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 84
NOTE- 26p.
AVAILABLE FROM- Counseling Center, University of Maryland, College Park, MD 20742 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bias; *College Freshmen; Higher Education; *Student Attitudes; *Young Children
IDENTIFIERS- *Age Bias

Assessed were the attitudes toward children of 246 college freshmen. A shortened version of the Situational Attitude Scale-Adults/Children (SAS-A/C) was used to obtain indications of subjects' attitudes toward five hypothetical situations representing levels of social distance. The situations were: (1) having a person as a houseguest for a week; (2) renting a room to someone; (3) having a person live in the adjacent apartment; (4) having dinner in a nice restaurant with another person sitting nearby; and (5) sitting next to a person on an airplane flying non-stop from Washington, D.C. to San Francisco. Two forms of the SAS-A/C were used. Whereas the control form did not designate the ages of the participants in the situation, the experimental form indicated ages by including a child or children under the age of 7 years. Findings indicated that students tended to react more negatively to the situations when children under the age of seven were included. Few differences by sex or the social distance involved in the situations were found. Implications for the education and development of young adults and the ways in which they may acquire prejudiced attitudes toward young children are discussed. Four pages of references conclude the report. (RH)

ED 267 944 RC 015 670

Barker, Bruce O.
How Much Do We Know about Rural Education? What Do We Need to Find Out?
PUB DATE- Apr 86
NOTE- 18p.; Keynote address presented at the Minnesota Rural Education Association Conference (2nd, Mankato, MN, April 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; Educational Legislation; Educational Research; Elementary Secondary Education; *Leadership

Responsibility; Policy Formation; *Politics of Education; *Research Needs; *Rural Education; Rural Schools; Rural Urban Differences; School Effectiveness; Small Schools; *State Legislation; State Standards

Federal statistics reveal that 59.5 million Americans live outside urban areas, and the public school students who live in these rural areas constitute the largest minority public school population in this country; however, the lion's share of attention, research, and federal and state financial support goes to large schools in metropolitan areas. Rural educators must make certain that rural students begin to receive their fair share of attention and resources. In the current concern for the improvement of public education, those who work in rural and small schools must make certain that legislative decisionmakers are informed of the unique qualities and associated strengths and weaknesses of rural schools. In any statewide effort to improve education, rural schools must be represented on task forces and study groups to insure that mandatory guidelines and requirements acknowledge and allow for differences between large big-city school districts and small rural ones. The need to persuade legislators and educational decisionmakers to consider rural education points out the need for more and better rural schools research so that recommendations to policymakers can be based on facts. Areas in need of study include rural school effectiveness, staff development, and the use of educational technologies. (JHZ)

Derrikson, Carol
Where Cultures Clash: Teaching Translation Techniques.
PUB DATE- 30 Nov 85

NOTE- 11p.; Paper presented at the annual meeting of the Chinese Language Teachers' Association (New York, NY, November 28-December 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Class Activities; Classroom Techniques; *Cultural Awareness; Cultural Context; Language Attitudes; *Poetry; Second Language Instruction; Self Esteem; *Student Attitudes; *Translation; Writing Instruction

The student brings to translation a predetermined set of criteria for words, grammar, sentence structure, writing, and communication generally, as well as the relative success experienced using those criteria in one's native language. Even at the advanced level, the student brings assumptions to reading that are more a reflection of personal prejudice than a true understanding of the material. Experiments conducted in both tutoring and classroom situations suggest that the greater knowledge and awareness individual students have of their own identity, culture, and language attitudes, the greater their success in translation. Language instructors can use knowledge of the students to facilitate translation, gearing instruction to their strengths and weaknesses. Better translation results from instruction that encourages students to identify their own personal style. A three-stage exercise with a single work that involves writing a literal translation, then a version portraying the mood of the piece without strict precision, and finally a personally ideal translation, has been found helpful in illustrating to students how well they understand the piece as a cultural entity, a reflection of historical and personal experience. Examples of translation exercises using Chinese poetry are included. (MSE)

ED 267 638 FL 015 590

Averill, Jane
Double Cloze: An Activity for the Student Centered Classroom.
PUB DATE- 9 Nov 85
NOTE- 8p.; Paper presented at the Midwest Regional Conference of Teachers of English to Speakers of Other Languages (Omaha, NE, Nov 9, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Cloze Procedure; Communicative Competence (Languages); *English (Second Language); *Group Activities; *Questioning Techniques; Second Language Instruction; Speech Communication

A double cloze activity, designed to use the cloze procedure to create a realistic context for the exchange of information in the classroom, uses two versions of the same text with different words deleted in each. The administration of the double cloze can be divided into four parts. First, the students listen twice to a reading or recording of the untouched text, and fill in the blank spaces in their text copies. Students are paired so that each student in a pair has a different version of the text. They are given a second handout that outlines phrases for the functions they have learned in class, such as asking for information, clarification, or affirmation. While not allowed to look at each other's papers, the students use the phrases on their handouts to seek information from their partners, varying the phrases to reflect a variety of speaker/listener relationships suggested by the teacher. It is preferred that students not look at the phrases while speaking them. This exchange can be followed up with group discussion or guided questions. In this activity, teachers are free to provide individualized instruction while students practice, the time spent actively speaking the language is maximized, students are not threatened by the situation, realistic communicative exchange takes place, and students are motivated. Some examples of double cloze activities are appended. (MSE)

ED 267 693 HE 019 161

Progress of the California Academic Partnership Program. A Report to the Legislature in Response to Assembly Bill 2398 (Chapter 620, Statutes of 1984). Commission Report 85-41.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Dec 85
NOTE- 38p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Articulation (Education); College Attendance; College Bound Students; *College Preparation; *College School Cooperation; *Educational Testing; Evaluation Criteria; Higher Education; *High School Students; Mathematics Skills; State Legislation; State Programs; *Student Evaluation; Writing Skills
IDENTIFIERS- *California

Information on the California Academic Partnership Program (CAPP) is presented. Two major types of projects were funded: (1) demonstration projects to improve school quality and increase the number of students attending college; and (2) college-school cooperative assessment projects to evaluate the academic achievement of high school students in order to identify their academic needs and readiness for college-level work, and to reduce the demand for remedial programs at the postsecondary level. Information is provided on: the CAPP advisory committee, criteria for selecting projects, funding available for the program, steps in the implementation process, the name and location of projects, and outcomes that evaluation efforts should cover. For 23 CAPP projects, a chart indicates curricular specialties, grades, and number of students/teachers involved during 1984-1987. The major features of 13 partnership projects funded in December 1984 are described, along with 7 new partnership projects. Also considered are: a mathematics diagnostic testing project, writing exam for eleventh graders, and high school diagnostic testing program in composition. The California legislation authorizing CAPP is appended. (SW)

ED 267 706 HE 019 190

Postsecondary Educational Supply and Occupational Demand in Texas, Spring 1985.

Texas Coll. and Univ. System, Austin. Coordinating Board.

PUB DATE- 85
NOTE- 203p.
AVAILABLE FROM- Texas College and University System Coordinating Board, P.O. Box 12788, Capitol Station, Austin, TX 78711.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Graduates; *College Programs; Degrees (Academic); Educational Certificates; *Educational Supply; *Education Work Relationship; *Employment Opportunities; Graduate Study; Labor Needs; Labor Supply; Majors (Students); Occupational Information; Postsecondary Education; Professional Education; *Professional Personnel; Salaries; Specialization; State Surveys; *Vocational Education
IDENTIFIERS- *Texas

Information on the relation between the output of postsecondary education in Texas and career opportunities in the job market is presented to help promote career decision-making. Vocational and academic programs that are overproducing, underproducing, or in balance relative to occupational openings in the state are identified. The information is valid until May 1987. Tables contain statewide consolidated information on supply and demand conditions for various college programs: descriptive ratings of employment opportunities for each program (i.e., excellent, very good, balanced, competitive, and keenly competitive); the number of program graduates or qualified completers who will be entering the job market; the number of job openings in occupations related to each program of study; expected employment opportunity conditions by field, 1990-1991 (i.e., definite improvement, some improvement, about the same, some decline, definite decline); average salary range for 1984 graduates by field; and directly or closely related occupations for each field of study. The following types of programs are covered: professional, baccalaureate and graduate, and vocational education. Program indexes and cross references of occupations and related programs are included. (SW)

ED 267 843 JC 860 141

Cohen, Edward G.
Enrollment Projections for Queensborough Community College: 1986-1989.
Queensborough Community Coll., Bayside, NY. Office of Testing and Institutional Research.
PUB DATE- 86
NOTE- 27p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; College Programs; Community Colleges; Enrollment Influences; *Enrollment Projections; *Enrollment Trends; High School Graduates; Two Year Colleges; *Two Year College Students

Enrollment projections for Queensborough Community College (QCC) were developed using the cohort survival method to assist the college in more effectively planning for future academic and budgetary needs. In the face of a falling national population of young people in the 16 to 25 age bracket, demographic factors at work in Queens are expected to generally maintain the flow of high school graduates for at least the next 3 years, suggesting a stable enrollment pattern for QCC. Enrollment projections extrapolated from the actual numbers of students in Queens public high schools in grades 9-12 indicate that there will be no significant change in QCC headcount enrollment in 1986-87, and a slight increase of 2.1 % in 1987-88. It appears that during the period 1986-87 through 1988-89 QCC will experience a slight downturn in student enrollment followed by a slight upturn. The projections were based on the assumption that all the variables not considered in this study would remain fairly constant over the next 3 years. Changes in the employment picture, in educational policies affecting retention and graduation, and changing admissions and retention standards at QCC could affect the pool of college-bound people and total college enrollment. Actual and projected headcounts by degree program/curriculum and department are included. (Author/EJV)

ED 267 886 PS 015 562

Opravilova, Eva, Ed.
Preschool Education 1982: Selective Bibliography.
Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.

PUB DATE- 85
NOTE- 561p.; For related documents, see ED 211 182, ED 250 056, and ED 264 936.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aesthetic Education; Annotated Bibliographies; *Cognitive Development; Educational Facilities; *Educational Theories; Emotional Development; Foreign Countries; Health Education; *Language Acquisition; Moral Development; *Preschool Children; *Preschool Education; Preschool Teachers; Social Development; Special Education
IDENTIFIERS- *Czechoslovakia; Europe; United States

Citing papers on a wide range of issues in preschool education, this bibliography contains annotations for 800 articles excerpted from 85 journals published in Czechoslovakia, socialist countries, and capitalist countries. Contents are entered in the following categories: (1) social and ideological basis of preschool education; (2) theoretical basis of preschool education; (3) organization of preschool education; (4) educators of preschool children; (5) play; (6) preschool instruction; (7) care of health and physical training; (8) social and emotional development, moral education; (9) speech and language development; (10) intellectual development, intellect education; (11) aesthetic education; (12) education of children requiring special care; and (13) environment surrounding the child: buildings, playgrounds, equipment, and facilities. (RH)

ED 267 901 PS 015 687

Lehman, Christine B.; And Others
Head Start Connections: A Mainstream Guide to Assessing Community Needs.
SPONS. AGENCY- Administration for Children, Youth and Families

(DHHS), Chicago, IL. Region 5.
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Community Surveys; *Data Collection; *Data Interpretation; *Day Care; Disabilities; Early Childhood Education; *Mainstreaming; Measures (Individuals); *Needs Assessment; Research Methodology
IDENTIFIERS- *Project Head Start

The purpose of this guide is to provide local Head Start program decision-makers with a tool that will be useful in developing needs assessments appropriate to their communities, whether urban or rural. Although the guide focused on community needs assessments for planning mainstream services for children with handicapping conditions, its principles and processes can apply to developing more general community needs assessments by Head Start programs. The materials, adapted to local situations, can be used to design a systematic process that measures needs against available resources in a manner useful to local programs in their own environment. Contents concern (1) assessing handicap service needs in Head Start; (2) the Head Start Program 6 Cycle; (3) planning the assessment process; (4) a step by step process for planning and implementing community needs assessments for children with handicapping conditions; (5) an assessment planning calendar; implementing the process; (6) gathering information; (7) sample surveys, such as a resource awareness survey, a community resources checklist, a survey of community needs and resources, a community needs assessment for family services, and a survey of parents of children with handicapping conditions; (8) consumer information; (9) survey forms; (10) tabulating the data; and (11) using the information. (RH)

ED 267 958 SE 046 451

Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Thirteenth Session of the Assembly (Paris, 12-28 March 1985.)

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.

REPORT NO.- SC-85/WS/64; SC/MD/79
PUB DATE- 17 Jun 85
NOTE- 215p.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Environmental Research; Global Approach; *International Organizations; *International Programs; *International Relations; Marine Education; Meetings; *Oceanography; *Physical Environment; Science Education; Scientific Research; Training

The Intergovernmental Oceanographic Commission (IOC) functions within the United Nations Educational, Scientific, and Cultural Organization (Unesco) to promote scientific investigation into the nature and resources of the world's oceans. Summarized in this report are discussions that took place during the thirteenth session of the IOC Assembly. Major topic areas addressed included: ocean sciences; ocean services; training, education, and mutual assistance in marine sciences; implications for the IOC of development in international affairs; and other areas. Among the supporting materials provided in appendices are: (1) the program agenda; (2) text of the 20 adopted resolutions; (3) the three keynote speeches; (4) lists of IOC member states, officers of the Commission, and state-member representatives on the executive council (as of March 25, 1985); (5) abstracts of the 1985 Aton Bruun memorial lectures; and (6) procedures for the review of past resolutions. (JN)

ED 267 973 SE 046 495

Wearne, Diana; Hiebert, James
Learning Decimal Numbers: A Study of Knowledge Acquisition. Final Report.
Delaware Univ., Newark.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 28 Jan 86
NOTE- 107p.
GRANT- NIE-G-83-0054

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Decimal Fractions; Educational Research; Elementary Education; *Elementary School Mathematics; Intermediate Grades; Interviews; Learning Activities; *Mathematical Concepts; *Mathematics Instruction; Number Concepts; *Number Systems; *Symbols (Mathematics)
IDENTIFIERS- *Mathematics Education Research

A study explored the effectiveness of an instructional approach designed to help students establish connections between their understanding of the decimal system and the stardard symbols and procedural rules used to solve decimal problems. Ten children each in grades 4 through 6 participated. They were individually interviewed prior to and six weeks after instruction. Group tests containing decimal number items were administered in Fall and Spring to the entire classrooms from which the samples were drawn. It was found that after instruction students could engage in semantic analysis on tasks similar to those covered during instruction and could use their understanding of the symbols to perform novel tasks. The extent to which they engaged in semantic analysis appeared to be tied somewhat to the amount of previous formal instruction in decimals. Students who had already learned a procedure for performing a task were less likely to use semantic meanings for the symbols to solve a problem than students who had not yet learned a procedural rule. Consequently, the effectiveness of instruction designed to create meanings for symbols seems to depend, in part, upon when it is introduced. Appendices contain group activities, test items, and interview questions. (Author/MNS)

ED 267 594 FL 015 487

Qafisheh, Hamdi A.
Yemeni Arabic II.
Arizona Univ., Tucson. Dept. of Oriental Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 291p.; For related document, see FL 015 486.
CONTRACT- G00-83-2151
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Arabic; Classroom Techniques; Conversational Language Courses; Curriculum Guides; Daily Living Skills; Dialects; *Dialogs (Language); Grammar; Instructional Materials; Listening Comprehension; *Pattern Drills (Language); Pronunciation; Second Language Instruction; *Speech Communication; *Vocabulary
IDENTIFIERS- Yemen

Instructional materials for advanced Sanaani Arabic, a dialect used predominantly for oral communication, include 25 units consisting of text derived from recordings of spontaneous conversations of native speakers in various communication situations. Some of the topics are: medical services, marriage, jobs, an interview, a car accident, proverbs and sayings, Yemen, informing others, public baths, and circumcision. The lessons include the following sections: translation of the text; a list of vocabulary occurring in the text; additional related vocabulary; pronunciation notes; notes on grammar and constructions; drills using items in the lesson; and conversations and listening comprehension passages using familiar vocabulary in a new context. Introductory notes on use of the materials and a bilingual glossary are also included.

(MSE)

English Teaching Profile: Uganda.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; *Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; *Language Role; *Language Teachers; *Official Languages; Political Influences; Postsecondary Education; Social Change; Swahili; *Teacher Education; Technical Assistance
IDENTIFIERS- *Uganda

A review of the status of English language instruction in Uganda provides an overview of the role of English in society in general, and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher education). The review outlines the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, British and other international support, commercial opportunities related to English instruction, creative writing, and other sources of information. It is concluded that the current political situation makes the language teaching situation unsettled and confused. The major strength is the wide use and prestige of English; the main weakness is the lack of teaching materials and resources to adapt language teaching to emerging circumstances. (MSE)

ED 267 667 HE 019 117

Ehrhart, Julie K.; Sandler, Bernice R.
Campus Gang Rape: Party Games?
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Nov 85
NOTE- 22p.; Also sponsored in part by a grant from the Sophia Fund.
AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, NW, Washington, DC 20009 ($3.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aggression; College Role; *College Students; *Crime Prevention; Discipline; Drinking; Drug Use; Females; *Fraternities; Higher Education; Intervention; Legal Responsibility; Males; Policy Formation; Pornography; *Rape; *School Responsibility; School Security; Sexuality; Social Life; Victims of Crime
IDENTIFIERS- *Acquaintance Rape; *Gang Rape

The phenomenon of gang rape as it sometimes occurs on college campuses is described, with attention to causes, impacts on the victim and other students, responses the college should take, and prevention. Consideration is given to the role of alcohol, drugs, and pornography in fraternity gang rape; successful model programs for rape prevention activities; and practical recommendations for policies and procedures to deal with fraternity gang rape. The recommended actions can be taken prior to or after acquaintance gang rape is reported. The recommendations cover: institutional responsibility to the victim, the investigation of criminal conduct, disciplinary procedures for individuals, disciplinary procedures for the fraternity, legal responsibilities of the college, and publicity. Suggestions for prevention, which are useful in dealing with stranger rape and date rape as well, address: official policy statements; raising awareness of gang rape issues through programs for students; involving men more fully in rape awareness programs; involving faculty, administrators, and staff; data collection; using the media; campus social life; security; and community relations. Myths and realities about rape and results of a Ms. Magazine study are summarized. A resource list covers publications, videotapes, and organizations. (SW)

Waggoner, Michael, Ed.; And Others
Academic Renewal: Advancing Higher Education toward the Nineties. A Collection of Essays Based upon Presentations at the Conference on Academic Renewal Held at the University of Michigan (Ann Arbor, MI, June 1983).
Michigan Univ., Ann Arbor. School of Education.
PUB DATE- Aug 84
NOTE- 106p.
AVAILABLE FROM- University of Michigan, School of Education, Professional Development Office, 610 E. University, Ann Arbor, MI 48109-1259 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Administration; College Faculty; College Planning; Curriculum Development; Economic Climate; *Educational Change; *Educational Quality; *Faculty Development; Financial Problems; *Government School Relationship; *Higher Education; Industry; Leadership Responsibility; Liberal Arts; Program Evaluation; Public Policy; *School Business Relationship; Teaching (Occupation)
IDENTIFIERS- Scenarios

New directions for higher education are discussed in 13 essays based on a 1983 conference on academic renewal. Six topics are covered: the challenge of renewal, organizational strategies for renewal, environmental contexts for renewal, curriculum developments, faculty renewal, and academic leadership. Titles and authors include: "Observations on Academic Renewal" (Billy E. Frye); "Perspectives on the Future of Higher Education: Opportunities for Optimism" (Howard R. Bowen); "Decline, New Demands, and Quality: An Institutional Agenda for Renewal" (Marvin W. Peterson); "Using External Information in Planning" (Richard B. Heydinger); "Academic Renewal and Public Policy" (Richard L. Alfred, Murray Jackson); "Disaggregating the Relationships between Government and Higher Education" (James L. Miller, Jr.); "Higher Education Linkages with Private Sector Business and Industry" (Harold McAninch); "Assessing Program Quality" (Robert T. Blackburn); "Liberating Education: Four Principles for the Curriculum" (John Nichols, Zelda Gamson); "The Faculty as a Renewable Resource" (Wilbert J. McKeachie); "Renewing Faculty Quality" (R. Blackburn); "Colleges and Universities as Workplaces" (Ann E. Austin, Z. Gamson); and "Academic Leadership: Some Personal Reflections" (Ernest L. Boyer). (SW)

ED 267 734 IR 012 021

Allen, Martha Leslie, Ed.
1986 Index/Directory of Women's Media.
Women's Inst. for Freedom of the Press, Washington, D.C.
PUB DATE- 86
NOTE- 122p.; For the 1980 edition of this directory, see ED 184 564.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; Authors; Cable Television; Commercial Television; Directories; *Employed Women; Indexes; Information Sources; *Mass Media; *Organizations (Groups); *Periodicals; *Publications; Radio; Womens Education; *Womens Studies
IDENTIFIERS- *Womens Media

This is a directory of women's media, i.e., media primarily owned and operated by and for women. The mission of this annual publication is to aid networking among women, women's organizations, and women's media, both nationally and internationally. The directory includes two sections: women's media groups, and individual media women and media-concerned women. In the first section, there are listings of periodicals, presses/publishers, news services, columns, radio-TV groups, regular programs-radio/TV, video and cable, film, multi-media, music, art/graphics/theater, writers groups, editorial and public relations, speakers bureaus, courses, media organizations/media change, distributors, bookstores and mail order, library collections, and selected directories and catalogs. Most sections are arranged in geographical order by zip code and country, with an alphabetical cross index at the end of each section. The individuals listed in the directory are voluntary entries, written by the individual. The directory also includes information about the Women's Institute for Freedom of the Press (WIFP), the three principles of feminist journalism, and a radical feminist analysis of mass media. An index to "Media Report to Women" for 1982 to 1985 concludes this document. (THC)

ED 267 749 IR 012 069

Arms, Valarie
Creating and Recreating. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-11
PUB DATE- Oct 84
NOTE- 8p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Higher Education; Instructional Materials; *Microcomputers; Program Descriptions; Teaching Methods; *Writing (Composition); *Writing Evaluation; *Writing Instruction
IDENTIFIERS- Apple Macintosh; *Drexel University PA

This document describes a software program, CREATE, which was developed at Drexel University to guide students in creating English compositions. A second program, ReCREATE, guides students in reading their finished papers and making global revisions. CREATE asks 20 questions that a teacher might ask a student in a pre-writing conference. Unlike the teacher, however, the program never tires of the repetitive interview: it offers encouraging words, urges the student to expand details while limiting the topic, and then provides a printed transcript which can be used to develop an outline if desired. ReCREATE asks 10 questions that are often overlooked because surface revision and cosmetic "prettiness" are so easily achieved with a computer. Questions in both programs can be tailored to the particular writing assignments. In addition to describing the benefits of these computer programs, the paper also discusses limitations of composition programs, e.g., the computer does not know if the student has responded intelligently. (THC)

ED 267 800 IR 012 168

Yeaman, Andrew R. J.
Learner-Environment Fit: University Students in a Computer Room.
PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications Technology (Las Vegas, NV, January 16-21, 1986). For the entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Environmental Influences; *Environmental Research; Higher Education; *Human Factors Engineering; Interviews; Microcomputers; Physical Environment; Qualitative Research; Research Methodology; Stress Variables; Visual Environment
IDENTIFIERS- AECT Research and Theory Division Meeting; *Environmental Stressors

The purpose of this study was to apply the theory of person-environment fit in assessing student well-being in a university computer room. Subjects were 12 students enrolled in a computer literacy course. Their learning behavior and well-being were evaluated on the basis of three symptoms of video display terminal stress usually found in the workplace: visual stress, musculo-skeletal stress, and psychological stress. Environmental contributors to these forms of computer stress were assessed by two techniques: (1) objective observation such as measuring the height of keyboards above the floor; and (2) rational application of established knowledge, i.e., comparing measurements with ergonomic recommendations in the human factors literature. Relevant information from the personalogical dimension was collected via interviews. Preliminary findings suggest all three areas investigated revealed real problems: screens with sharply visible letters were not often available and all screens had reflective glare. The learning stations were cramped and could not be easily moved as security devices were attached with permanent glue. However, students were seldom critical; there is some support in the person-environment fit literature for the idea that the learner role may cause students to believe their learning experiences are organized in the best way possible, or that situations are permanent and cannot be improved. A preventive ergonomics approach is suggested which would sensitize students (and others) to the issues of daily work with computers. A list of references is provided. (JB)

ED 267 829 JC 850 102

Yeo, David G.
Badminton: Course Proposal.
Philadelphia Community Coll., Pa.

PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Badminton; Community Colleges; *Course Content; Course Descriptions; *Course Objectives; Course Organization; Two Year Colleges

A proposal is presented for a Community College of Philadelphia Life Sciences and Allied Health Services course in Badminton. Following a standard cover form, a statement of purpose explains that the course is designed to introduce students to the techniques, knowledge, and strategies of badminton. Next, course goals and a course outline are presented, and corresponding course-level objectives (CLO's) are identified. Finally, the CLO's, related intermediate performance objectives, learning activities, and measures of acceptable performance are presented. The five CLO's stipulate that the student will: (1) analyze and perform the major badminton strokes of the serve, clear, drop shot, smash, drive, and round-the-head shot; (2) analyze specific aspects of badminton (e.g., racket and net measurements); (3) analyze general information on badminton, and its vocabulary, rules, history, and etiquette; (4) analyze badminton playing strategies; and (5) analyze and perform warm-up and conditioning activities. An outline of course progressions, a list of texts and supplies, the course final exam, assignment sheets, and a student evaluation form conclude the packet. (LAL)

ED 267 858 JC 860 158

Summary of Regional Conferences: Increasing Minority Access to the Licensed Professions through Two-Year College Programs.

State Univ. of New York, Albany. Two Year Coll. Development Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.

PUB DATE- Dec 85

NOTE- 8p.

GRANT- VEA-53-85-325-0374

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; *Affirmative Action; Community Colleges; Conferences; Equal Opportunities (Jobs); *Job Training; *Minority Groups; Program Descriptions; Two Year Colleges

In 1984-85, a cooperative project was undertaken in New York to address the issue of minority access to those professions that can be entered through two-year college programs (e.g., animal health technology, certified shorthand reporting, dental hygienist, land surveying, and physical therapist assistant). Project activities were guided by a central steering committee and five regional steering committees. Anticipated outcomes of the project were: increased awareness of Regents of the State of New York's goals and activities relating to the problem of minority access to the professions; increased commitment at local levels to undertake activities to increase access to two-year college programs; identification of activities that are feasible for local educators and professionals to undertake; and identification of useful and feasible state-level actions to address the problem. The major activity undertaken to achieve project outcomes was a series of five regional conferences, which involved educators, professionals, and community agency personnel. At the heart of the conferences were small group discussions which generated recommendations for action in the following areas: career awareness, attitudes, academic performance, institutional responsibilities, community resources, and state policies and practices. Across regions many recommendations had a similarity of response to certain generally perceived needs (e.g., the need for more accurate and effective career information and materials, and the need for more active involvement of minority educators and professionals as role models). The project report provides summary statements of recommendations developed in the small group sessions, as well as a discussion of their implications. (AYC)

ED 267 872 JC 860 176

Belcher, Marcia
Improving CLAST Scores through Attention to Test Taking Strategies. Research Report No. 85-02.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jan 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Community Colleges; Ethnic Groups; *Group Testing; Minimum Competency Testing; *Test Coaching; Test Results; *Test Wiseness; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

A study was conducted to ascertain whether additional focus on test-taking strategies might significantly improve the passing rate of Miami-Dade Community College (MDCC) students on the College Level Academic Skills Test (CLAST). All students who took the summer and fall 1984 administrations of the CLAST were included in the study. Original passing rates were recalculated based on three test-taking strategies serving as possible alternatives to skipping test items. Study findings included the following: (1) students were most likely to skip items on the reading test, with Black students more likely than Whites or Hispanics to skip at least one item in all three test areas; (2) most students responded to all test items; (3) for all students taking the test, the number of items skipped averaged less than one; (4) both Whites and Blacks had a significantly higher mean number of skipped items in computation than Hispanics; and (5) the recalculation of passing rates to reflect instruction in test-taking skills showed that the reading passing rates would be affected by only a small amount; that the writing passing rate would have been affected only during the fall 1984 administration; and that the passing rate for computation would be affected least of all. Based on study findings, it was concluded that if efforts to improve students' test-taking strategies were initiated, activities should focus on the area of writing. (LAL)

ED 267 916 PS 015 716

Zembar, Mary J.; Naus, Mary J.
The Role of Practice in Memory Skill Development.
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Drills (Practice); Elementary Education; *Elementary School Students; Grade 3; Grade 6; *Learning Strategies; Memory; Performance Factors; *Recall (Psychology); *Skill Development
IDENTIFIERS- Developmental Patterns

In this study 27 third graders and 27 sixth graders were given varying degrees of practice in sorting salient, categorized word lists. The purpose of the practice conditions was to encourage different levels of grouping strategies in a subsequent free recall task using similar categorized materials. Children in a Materials Only condition were allowed to read through practice materials before the memory recall task. Subjects in a Maximal Practice condition were given two practice trials and told that grouping words that "belong" together improves later memory recall; corrective feedback was given to facilitate the use of optimal sorting strategies. Subjects in a Within Subjects Practice condition received no sorting instruction or feedback for their first practice trial, but received both during the second. Findings on one measure of several measures taken are reported here: total number of unique items rehearsed together per rehearsal set. The overall pattern of results suggests that, for younger children, optimal practice in mnemonic strategies includes instruction and feedback cues. In addition to using the same practice cues, older children seem to use a metamemorial component (when available) to facilitate their memory performance. (RH)

ED 267 930 PS 015 746

Moely, Barbara E.; And Others

An Investigation of How Teachers Establish Stable Use and Generalization of Memory Strategies through the Use of Effective Training Techniques.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Apr 86

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

GRANT- NIE-G-83-0047

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; Elementary Education; *Elementary School Students; *Generalization; *Memory; *Metacognition; Teacher Education; *Teaching Methods

IDENTIFIERS- *Strategic Behavior

Ways in which elementary school teachers can encourage children's maintenance and generalization of memory strategies were investigated. Questions guiding the research were: Does the teacher (1) Repeat strategy suggestions frequently? (2) Give a rationale for strategy use or feedback concerning the effectiveness of the strategy? and (3) Attempt to promote strategy generalization? Attention was also given to describing differences over grade level in the use of repetition, rationale-giving, and generalization instruction by teachers. A group of 69 teachers from public school classrooms of grades kindergarten through 6 were observed according to a time-sampling scheme for 30 minutes per day on five days as they taught language arts and mathematics. A total of 292 strategy suggestions were recorded in a written narrative and were classified into 12 categories having to do with rote learning, elaboration, attention, specific attentional aids, transformation, deduction, exclusion, imagery, specific aids for problem solving and memorizing, general aids, self-checking, and metamemory. Findings indicated that repetition of strategy suggestions did occur among teachers of all grade levels, rationales for strategy use are given more frequently at higher grades, and instructions that promote strategy generalization, which should be particularly effective in the classroom, were rarely seen. Implications for teacher education are pointed out. (RH)

The Journal of the Society for Accelerative Learning and Teaching, Volume 9, 1984.

Society for Suggestive - Accelerative Learning and Teaching, Des Moines, Iowa.

PUB DATE- 84
NOTE- 340p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Adult Learning; Behavior Problems; Classroom Techniques; Cognitive Style; Communicative Competence (Languages); Creativity; *English (Second Language); Foreign Countries; French; German; *Imagery; Learning Disabilities; Mathematics Instruction; Music; Reading Skills; *Relaxation Training; Second Language Instruction; Self Concept; Skill Development; Spanish Speaking; *Suggestopedia; *Teaching Methods; Testing; Vocabulary Development
IDENTIFIERS- China; Finland

The four 1984 numbers of the journal contain articles on the following topics: reading and visual imagery; script preparation for accelerative learning and teaching; guided relaxation and baroque music's effects on student test performance; imagery in the creative process; suggestopedia in English as a second language (ESL) instruction; image-streaming and intelligence, performance, and proficiency; invitational education for the gifted; superlearning techniques and ESL; cognitive style in audiolingual and suggestopedic language instruction; mental speeded practice in learning words; scientific suggestopedic research; music and human behavior; ego-state reframing and behavior problems; large-class engineering education; low-budget accelerative elementary mathematics; the Lozanov method; the Ericksonian approach to suggestive linkage; suggestopedic freshman German; teaching French in China; a learning system for disruptive youth; using the means of suggestion to harmonize with its barriers; suggestopedic second language learning for Hispanic adults; classroom management techniques; suggestopedia in Finland; handwriting improvement for learning disabled and emotionally disturbed children; spontaneous visual imaging; communicative foreign language teaching; and registration of speech peculiarities during language instruction. (MSE)

ED 267 625 FL 015 577

Snyder, Barbara, Ed.

Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986).

PUB DATE- 86
NOTE- 143p.; For individual papers, see FL 015 578-589.
AVAILABLE FROM- National Textbook Company, 4255 West Touhy Ave., Lincolnwood, IL 60646-1975 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Audiovisual Aids; Class Activities; *Classroom Communication; *Classroom Techniques; Competency Based Education; Computer Oriented Programs; FLES; Immersion Programs; Instructional Materials; *Language Proficiency; *Listening Skills; Multilevel Classes (Second Language Instruction); School Community Relationship; Second Language Learning; Vocabulary Development

A collection of papers on second language instruction includes: "The Immersion Approach: Principle and Practice" (Helena Anderson Curtain); "Authentic Camera-Produced Materials for Random-Access Video Delivery" (Francis Lide, Barbara Lide); "Listening: What's Really Going on in the Classroom?" (Donna Reseigh Long); "Listening and Learning: Protocols and Processes" (Charles J. James); "Listening Ability: Check It or Wreck It" (Alan Garfinkel); "Achieving Proficiency Goals through Competency Guidelines" (Walter H. Bartz, Lorraine Strasheim); "Classroom Activities: Oral Proficiency in Action" (Sidney Hahn, Joyce Michaelis); "Let Your Students Do the Talking: Pattern Practices in a Partner System" (Virginia Senor); "Building Reading Vocabulary through Inference: A Better Classification of Context Clues" (George Hughes, Clark Chinn); "Teaching Multi-Level Classes: A Lesson from the Past" (Leon C. Book); "Advanced Language Classes: Revitalizing the Curriculum" (Marie Trayer); and "Strengthening Community Foreign Language Programs through Communication Bridges" (Marcia H. Rosenbusch, Walter Chatfield). (MSE)

ED 267 639 FL 015 592

English Teaching Profile: Soviet Union.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jan 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Education; Correspondence Schools; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; *Language Teachers; Political Influences; Postsecondary Education; Preschool Education; Research Projects; Technical Assistance; Testing; Vocational Education
IDENTIFIERS- *USSR

The role of English in the Soviet Union is discussed, with attention directed to: the characteristics and training of English teachers, the type and availability of instructional and related materials, educational administration in relation to English teaching, the development and planning of English instruction, English outside the educational system, British and American support for the teaching of English, current research in English linguistics, and sources of further information. It is noted that English is the most important foreign language in the country, but because of limited teaching time and inadequate materials and methods, the average student has very poor knowledge of it. University students have better instruction, and some specialists graduate with excellent command of English, although lack of contact with native speakers and conservative literature produces formal speech. While the study of literature is circumscribed by ideological considerations, great interest in contemporary works exists. Few native speakers of English are teachers in the Soviet Union; they are therefore a limited influence. (MSE)

ED 267 694 HE 019 162

Floyd, Carol Everly
Faculty Participation in Decision Making: Necessity or Luxury?
ASHE-ERIC Higher Education Report No. 8, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-27-6
PUB DATE- 85
NOTE- 119p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Centralization; College Administration; *College Faculty; *College Governing Councils; College Planning; Decentralization; Faculty College Relationship; Governance; Higher Education; Multicampus Colleges; Organizational Theories; *Participative Decision Making; Personnel Policy; *Policy Formation; Statewide Planning; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Participation
IDENTIFIERS- Collegiality

The literature concerning higher education and generic organization theory is reviewed to address various questions relating to faculty participation in institutional decision-making. Attention is directed to: the rationale for faculty participation, alternative types of participation, participation in academic senates, participation by functional area, participation at the system and state levels, participation and centralization/decentralization, strengthening consultative processes, and increasing faculty satisfaction and participation. Generic organization theory provides extensive reasons why participation in organizational decision-making can improve employees' satisfaction and performance. Types of faculty participation in institutional decision-making are separate jurisdictions, shared authority, and joint participation. Faculty participation can involve curriculum design, faculty personnel status, selection and evaluation of administrators, planning, budgeting, and planning for retrenchment or financial exigency. Joint faculty and administrator efforts may focus on four important areas: rebuilding collegial foundations, shaping the consultative framework, increasing the availability of information, and facilitating group deliberations. Areas for further analysis are suggested. (SW)

ED 267 721 HE 019 206

Cashin, William E.

Improving Lectures. Idea Paper No. 14.

Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Sep 85
NOTE- 5p.
AVAILABLE FROM- Kansas State University, Center for Faculty Evaluation and Development, 1623 Anderson Avenue, Manhattan, KS 66502-4098 ($1.00 per copy; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attention; *College Instruction; Communication Skills; Educational Objectives; Feedback; Higher Education; *Instructional Improvement; *Lecture Method; Listening Skills; Material Development; Speech Skills; *Student Motivation; Teacher Student Relationship

Much of what has been written about improving lecturing is summarized, and strengths and weaknesses of this approach are identified. Lecturing is defined as teaching by the spoken word with emphasis on the teacher talking and the student listening. Instructional goals that are met by lecturing include: communicating the intrinsic interest of the subject matter; covering material not otherwise available; organizing material in a special way; conveying large amounts of information; communicating to many listeners at the same time; modeling how professionals in a particular discipline approach a question or problem; permitting maximum teacher control; minimizing threat to the student; and emphasizing learning by listening. Disadvantages include: the lack of feedback; student passiveness; maintaining attention; the tendency to forget the lecture material quickly; the underlying assumption that all students learn at the same pace and level of understanding; inappropriateness of lectures to higher levels of learning and to complex, detailed, or abstract material; the need for the lecturer to be an effective speaker; and the emphasis on learning by listening. Recommendations are offered for preparation and organization of the lecture, presentation and clarity, stimulation and interest, and feedback and interaction. (SW)

ED 267 762 IR 012 130

Dalton, David W.; Hannafin, Michael J.

The Effects of Video-Only, CAI Only, and Interactive Video Instructional Systems on Learner Performance and Attitude: An Exploratory Study.

PUB DATE- Jan 86

NOTE- 13p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Aptitude Treatment Interaction; *Attitude Measures; *Computer Assisted Instruction; Factor Analysis; Industrial Arts; *Intermode Differences; Junior High Schools; Research Methodology; *Student Attitudes; Teaching Methods; *Videotape Recordings

IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness; *Interactive Video

This study compared the effects of interactive video instruction on learner performance and attitude with the effects of conventional computer assisted instruction (CAI) and stand-alone video. Based on pretest scores, 134 junior high industrial arts students designated as relatively high or low in prior achievement were randomly assigned to one of the three treatment groups. At the conclusion of a lesson on general shop safety rules, students were given a print-based posttest and a survey to assess their attitudes toward the instruction. Analysis consisted of a completely crossed 3X2X2 treatment by achievement by sex factorial design, featuring three levels of prior achievement (high, average, and low). The means for the treatment groups on the performance measure were 64.98%, 73.54%, and 70.48% for the video, CAI, and interactive video treatments respectively; attitude scale means measured 75.07%, 74.26%, and 82.87%. Results indicate that CAI alone tends to be the most effective instructional delivery system where the additional capabilities provided by interactive video are not required. However, interactive video instruction did produce significant improvements in the attitudes of low ability learners when compared with CAI and video. A list of references is provided. (JB)

ED 267 775 IR 012 143

Ho, May Lein; Loertscher, David

Collection Mapping in School Library Media Centers.

PUB DATE- Jan 86
NOTE- 19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Elementary Secondary Education; *Evaluation Methods; Instructional Materials; *Library Collection Development; *Library Collections; Library Standards; *Library Surveys; Media Specialists; Nonprint Media; Questionnaires; Research Methodology; Tables (Data)
IDENTIFIERS- AECT Research and Theory Division Meeting; *Collection Mapping

This study was conducted to field-test collection mapping as an evaluation technique, to determine collection standards against which individual schools could compare themselves, and to compare the collections in schools to nationally-recommended lists published by Brodart and Wilson. Questionnaires were sent to 120 library media specialists in elementary, junior high, and high schools in 11 states. A total of 68 (37 elementary, 10 junior high, and 21 high schools) respondents provided sufficient data to be included. Survey areas included grade levels and number of students, total number of library media materials (categorized by Dewey Decimal System), and number of materials in both general and specific emphasis areas. Analysis of the data indicates that: (1) the average collection size ranged from 8,372 for elementary schools to 18,306 in high schools; (2) the greatest number of elementary schools (14) were in the range of 16 to 23.9 items per student as compared with the national recommended standard of 40 items per student; (3) 431 emphasis collections covering 134 discrete topics were identified; and (4) collections related to social science, reading, and literature predominated. Findings also indicate that school library media specialists build different collections from those recommended by national lists, and it is recommended that these lists be re-examined in light of current school curriculums. It is concluded that collection mapping is a viable and effective technique for collection analysis and management. Examples of collection maps and charts generated by a computer program written for this project in BASIC and a list of references are provided. (JB)

Randall, James P.
Evaluating Media Support Services: An Ethnographic Approach.

PUB DATE- Jan 86
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audiovisual Centers; Educational Media; Ethnography; *Evaluation Methods; Higher Education; Interviews; *Learning Resources Centers; Literature Reviews; Naturalistic Observation; Needs Assessment; *Nursing Education; Qualitative Research; *Research Methodology; Resource Materials
IDENTIFIERS- AECT Research and Theory Division Meeting

Designed to identify research methodologies suitable for the qualitative evaluation of media support services, this 1-year prototypical study used ethnographic research methods to evaluate media services within a school of nursing. Objectives were established in the areas of needs assessment and evaluation of the condition and context of media services. Data were collected through interviews with faculty; attendance at faculty committee meetings; information observations and interactions with nursing faculty, students, and administrators; observation of the process of media support services; collection of media utilization data; and the establishment and maintenance of both formal and informal contacts with university level media personnel. Media and instructional support needs were identified and classified in four areas: (1) organization, (2) administration, (3) service, and (4) production. Recommendations were developed on the basis of examined conditions relative to the four categories of need, and plans for action and directions for future development emerged from the analysis of qualitative data. A list of references is provided. (Author/JB)

Drake, Miriam A.
Library 2000.
PUB DATE- 25 Oct 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Georgia Library Association (Augusta, GA, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Science; Information Seeking; *Library Administration; *Library Planning; Long Range Planning; Online Searching; *Online Systems; Position Papers; Research Libraries; *Technological Advancement
IDENTIFIERS- *Georgia Institute of Technology; Optical Disks

In fall 1984, the Georgia Institute of Technology administration and library staff began planning for Library 2000, a project aimed at creating a showcase library to demonstrate the application of the latest information technology in an academic and research environment. The purposes of Library 2000 include: increasing awareness of students, faculty, staff, other libraries, and clients outside the institute about the availability of information and data; enhancing available information resources through the use of online services and optical disks; creating personalized information systems using artificial intelligence to provide up-to-date literature in researchers' areas of interest; and demonstrating that the application of existing technology can enhance information finding efficiency and achieve greater user productivity. Assumptions and goals were developed in a series of brain-storming sessions dealing with the institute's future, technological trends, and library users and clients. Some of the major assumptions about the future include: users and clients will demand increasing amounts of information in numeric, textual, and bibliographic form; the technology to create Library 2000 exists today; books will continue to exist, especially in the humanities and social sciences; some books, particularly reference books, will be replaced by optical disks or online services; Georgia Tech is in an unique position to lead in the application of information technology; and Georgia Tech people are helping make the history of technology. (THC)

ED 267 844 JC 860 142

Cohen, Edward G.
Academic Profile and Performance of Fall 1983 Freshmen: An On-Going Longitudinal Study.
Queensborough Community Coll., Bayside, NY. Office of Testing and Institutional Research.
PUB DATE- 84
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Basic Skills; *College Freshmen; Dropouts; *Educational Trends; *Grade Point Average; Longitudinal Studies; Predictor Variables; *Student Characteristics; *Two Year College Students

During fall 1983, a study was conducted of the 3,250 first-time freshmen registered at Queensborough Community College (QCC). An academic profile of these students was developed, focusing on demographic background, high school academic profile, results on the QCC placement tests and City University of New York Freshman Skills Assessment Tests, academic performance at QCC, and the relationship between high school academic variables and academic performance at QCC. Study highlights included the following: (1) 52.7% of the freshmen class were females, 25% did not hold United States citizenship, and approximately 66% came to QCC directly from high school; (2) the mean overall high school average at the conclusion of the 11th year was 71.3 and the mean overall number of units earned was 9.8; (3) placement and assessment test results showed 70% of the students requiring remediation in reading, 56% in writing, and 82% in mathematics; (4) out of 3,250 freshmen, 2,676 (82.3%) enrolled for a second term; (5) the percentages of students not completing any credits dropped from 22.6% after the first semester to 6.9% after the second; and (6) regression analyses indicated that neither the number of units earned in high school nor overall high school averages were strongly related to academic performance at QCC as defined by credits completed or grade point index. (EJV)

ED 267 887 PS 015 563

Faktorova, L., Ed.; And Others
Education for Peace: Collection of Papers and Bibliography for 1972-1984. Information Bulletin, Supplement No. 17.
Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.
PUB DATE- 84
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Responsibility; Foreign Countries; International Education; *Peace; *Teacher Education; *Teacher Responsibility; *Textbook Content

IDENTIFIERS- *Czechoslovakia; Ideology; *Peace Education; UNESCO

In November, 1982, the pedagogical faculty of the Charles University, Prague, Czechoslovakia organized a seminar called "Soviet Peace Policy and the Training of Teachers for Peace and International Understanding." At the seminar, all departments of the faculty demonstrated how UNESCO recommendations on education for international understanding, cooperation and peace, and for education concerning human rights and basic freedoms are implemented across the curriculum, including Departments of Preschool and Elementary Pedagogics, the Study Center of the Institute of Marxism-Leninism for Students Majoring in Civics, Department of Pedagogics for Students Majoring in General Education, Department of Special Pedagogics, and Departments of Human Biology and School Health Care, Czech Language and Literature, Russian and Non-Slavonic Languages, Mathematics, Chemistry, Work Education and Instruction Technology, Musical Education, Visual Art Education, Physical Training, Languages, and the Section for Language and Social Science Training of Experts of the Department of Russian and Non-Slavonic Languages. The papers and proceedings from this conference together with a selected bibliography constitute the contribution of the university faculty to the World Assembly for Peace and Life against Nuclear War. The bibliography contains an analysis of almost all Czech textbooks now in use and an annotated bibliography of books and periodicals published between 1972 and 1983 which are in some way related to peace education. (RH)

ED 267 902 PS 015 689

Paludi, Michele A.; And Others
Preschoolers' and Elementary School Children's Causal Attributions of Successful Performance on Sex-Linked Tasks.
PUB DATE- May 84
NOTE- 23p.; Portions of this paper were presented at the Biennial Meeting of the Midwestern Society for Research in Life-Span Development (Akron, OH, May 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Attribution Theory; *Children; Early Childhood Education; Elementary Education; Females; Males; *Sex Bias; *Sex Differences; *Sex Stereotypes; Social Cognition

This study sought to reexamine children's attributions of successful performance on current cohort-defined masculine, feminine, and sex-neutral tasks. Dimensions of attributional choices were used with children of preschool/kindergarten and third/fourth grade levels. The results from this investigation were only partially consistent with previous research with children. Results indicated that equivalent male and female performance was explained differently by children. Older children predicted the winners along sex-typed dimensions. Boys and girls predicted a male winner more frequently when the task was masculine, a femle when the task was feminine, and a male as often as a female when the task was sex-neutral. Children were also asked to explain the success by selecting among four factors: ability, effort, task ease, and luck. For children of both grade levels, female success on a masculine task was attributed to effort, not to ability. Results obtained with children, therefore, support attribution theory and previous research with older children and adults. In this respect, the findings were not novel. A main contribution of the present investigation, however, concerned the fact that the tasks were cohort-defined, considering cultural lag. (Author/DST)

ED 267 945 RC 015 671

Dobbs, Thomas L.
Rural Underdevelopment: Unemployment and Underemployment in South Dakota.
South Dakota State Univ., Brookings. Dept. of Economics.
REPORT NO.- EMC-877
PUB DATE- May 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Opportunities; *Employment Statistics; Labor Force; Labor Market; Rural Areas; *Rural Development; *Underemployment; *Unemployment
IDENTIFIERS- *South Dakota

Prepared to provide background for groups concerned with rural development in South Dakota, this paper addresses the nature, extent, and causes of South Dakota's unemployment and underemployment problems. Findings indicate that while South Dakota's unemployment rate (5.4% in 1983) has traditionally been lower and less volatile than the national rate, participation in the labor force has been increasing from 56.2% in 1970 to 61.6% in 1980, making it difficult for the economy to provide jobs for all who want them. Twenty percent of Native Americans in South Dakota's labor force in 1980 were unemployed, compared to 4% for white persons. In contrast to the nation's economy in which more than 20% of the work force was employed in manufacturing in 1980, only around 10% of South Dakota's employment was in that sector, while 13% was tied to the low-wage farming/ranching sector. Wholesale and retail trade made up 27% and services comprised 23% of the 1982 non-agricultural wage and salary employment, but both are also traditionally relatively low-wage sectors. Estimates indicate there are perhaps 120,000 economically disadvantaged persons in South Dakota, with nearly 70,000 in the potential working age span of 14-64 years and in need of training and employment services. (NEC)

ED 267 959 SE 046 481

Ewert, William B.; Prevost, Fernand J.

Mathematics, Science, and Computer Education, Grades 7-12. A Report on the New Hampshire Mathematics and Science Education 1983 Status Survey.

New Hampshire State Dept. of Education, Concord. Div. of Instruction.; Northeast Regional Exchange, Inc., Chelmsford, MA.
PUB DATE- Feb 84
NOTE- 35p.
GRANT- NIE-G-83-0017
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Computer Science Education; *Course Content; *Enrollment; Mathematics Education; Mathematics Teachers; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Sex Differences; State Surveys
IDENTIFIERS- *New Hampshire

All public schools in New Hampshire that contain any of the grades from 7 to 12 were surveyed in early 1983 to determine the status of mathematics, science, and computer science education. Questionnaires, designed to obtain information on courses and enrollments as well as on teachers and teaching assignments in these three areas, were mailed to 180 schools. This report is based on full and complete data from the questionnaires prepared by personnel at these schools. It is divided into three parts. Part I provides general information on the schools and teachers included in the survey. Part II addresses mathematics and computer science education. Part III addresses science education. Parts II and III are divided into sections that present data on courses offered, enrollments in selected courses, and qualifications of staff. In addition, each of these latter two parts concludes with recommendations which are specific to New Hampshire and are directly related to the statistics presented. Among the recommendations offered are those suggesting that all schools teach algebra in grade 8, that all improperly endorsed mathematics and science teachers begin formal programs leading to full certification and that computers should be used in the teaching and learning of science. (JN)

ED 267 974 SE 046 496

Tisher, Richard P., Ed.

Research in Science Education, Volume 15. Selections of Papers from the Annual Conference of the Australian Science Education Research Association (16th, Rockhampton, Queensland, Australia, May 1985).

Australian Science Education Research Association.

PUB DATE- 85
NOTE- 204p.; For related documents, see ED 239 859 and ED 258 826.
AVAILABLE FROM- Professor Richard T. White, Faculty of Education, Monash University, Clayton, Victoria, 3168, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Concept Formation; *Curriculum Development; Elementary Secondary Education; Higher Education; Learning Strategies; Science Curriculum; *Science Education; *Science Instruction
IDENTIFIERS- Australia; *Misconceptions; *Science Education Research

This publication contains 24 studies which focus on: the fostering of inquiry in secondary school science laboratories; realistic expectations for traditional laboratory work; a content-based, college-level science course for all students; understanding learning at the classroom level; transitions and student task involvement; a project to encourage metacognitive behavior; cognitive variables in problem-solving in chemistry; health attitudes and health awareness in high school students; students' perceptions of stress; attitude and knowledge of Tasmanian secondary students toward energy conservation and environment; students' intentions to study or not to study science (using Ajzen and Fishbein's theory of reasoned action) and a possible paradigm shift for science education. Other studies involve such areas as the importance of context in educational research; use of concept maps in assessing a computer-based biology activity; children's ideas about temperature and electric current; learners' response to the idea of environment; the long-term kinetics of conceptual development; circular motion concepts of first-year engineering students; teachers' concepts in science; effect of training in concept mapping on student achievement in traditional classroom tests; Australian general science; predicting tertiary academic performance in terms of student cognitive and non-cognitive variables; and the analysis of science curricula in Australia. (JN)

Paiva, Ricardo
Competencia Comunicativa em Portuges (Communicative Competence in Portuguese).
Georgetown Univ., Washington, D.C. School of Languages and Linguistics.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 268p.
CONTRACT- G00-81-2730
LANGUAGE- Portuguese
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advanced Courses; *Cultural Context; *Grammar; Instructional Materials; Music Activities; Pattern Drills (Language); *Portuguese; *Speech Skills; Vocabulary; *Writing Exercises
IDENTIFIERS- Brazil

A textbook designed to give speech and writing practice to intermediate and advanced students of Portuguese as a second language includes 14 units intended to cover two semesters' work with approximately five hours per week of instruction. The units typically include: a text forming the basis for free conversation and practice of language functions and providing information about Brazilian culture; oral exercises following the text, including two kinds of questions--informational questions and those designed to promote free conversation; writing exercises based on the text and oral exercises; vocabulary exercises for synonyms and amplification; a grammar review; songs (no music is provided); supplementary texts; and vocabulary. (MSE)

ED 267 654 FL 015 642

Beebe, Leslie M.
Sociolinguistic Transfer: A Classification and Discussion.
PUB DATE- 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Comparative Analysis; *Interlanguage; Learning Motivation; Linguistic Theory; *Pragmatics; *Psycholinguistics; Second Language Learning; *Sociolinguistics; *Transfer of Training

A discussion of the role of transfer of native-language knowledge to second language learning proposes that language transfer is as much a sociolinguistic process as a psycholinguistic one. The term "sociolinguistics" is used in a broad sense to incorporate all social factors that affect language, both the relatively static characteristics of an individual or of a group and the dynamics of human interaction. The argument put forward is that while transfer may sometimes be a psycholinguistic overgeneralization from native to target language, it is often a sociolinguistic process and frequently an assertion of cultural identity. Three types of sociolinguistic transfer are distinguished: sociolinguistic rule transfer, pragmatic transfer, and socially-motivated transfer. Four major psychological purposes of transfer are also identified: accommodation to the speech of the listener, conformity to norms, negotiation of identity via linguistic choices, and self-expression. In addition to sociolinguistic transfer, sociolinguistic avoidance affects second-language performance. Both can be viewed as powerfully motivated by social psychological factors. Five pages of references conclude the document. (MSE)

ED 267 707 HE 019 192

Reyes, Pedro; McCarty, Donald J.

Governing Academic Organizations: The Academic Dean and the President Review the Current State of College Governance.

PUB DATE- Apr 86

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Deans; *Administrator Attitudes; *Bureaucracy; *College Administration; College Presidents; *Governance; Higher Education; Institutional Characteristics; Models; *Participative Decision Making; *Political Influences; School Size

IDENTIFIERS- Collegiality

Academic deans and presidents' perceptions about the state of college governance was studied. A total of 99 higher education institutions were randomly selected from 9 different types of schools, based on the Carnegie classification. In general, academic deans perceived college governance as undergoing transformations. Most deans perceived college governance as being bureaucratic, somewhat collegial, and political to some extent. Some schools, primarily those that were heavily unionized, were clustered around the bureaucratic framework. Presidents perceived academic governance to be rooted in the principles of shared governance. Variations in perceptions were found across institutional categories. Some presidents, mostly from two-year colleges and liberal arts institutions, indicated that college governance resembled the bureaucratic model. Overall, research institutions were mostly associated with the collegial model of organization. Research universities operated primarily within the bureaucratic and collegial models. While doctorate-granting institutions were characterized as collegial and bureaucratic, doctorate-granting were predominantly organized around the bureaucratic model. (SW)

ED 267 735 IR 012 026

Divilbiss, James L., Ed.
Telecommunications: Making Sense of New Technology and New Legislation. Papers Presented at the 1984 Clinic on Library Applications of Data Processing (April 14-16, 1984).
Illinois Univ., Urbana. Graduate School of Library and Information Science.
REPORT NO.- ISBN-0-87845-072-6
PUB DATE- 85
NOTE- 120p.
AVAILABLE FROM- Graduate School of Library & Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, Illinois 61820 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Electronic Equipment; Electronic Mail; Federal Legislation; *Information Networks; *Libraries; *Library Automation; *Online Systems; Position Papers; Radio; Technological Advancement; *Telecommunications; Teleconferencing
IDENTIFIERS- Office Automation; *Online Catalogs

This collection of papers addresses the impact of rapidly changing telecommunications technology on libraries. A brief introduction by James L. Divilbiss sets the stage for the following papers: (1) "Making Sense of New Technologies and New Legislation" (Joseph Ford); (2) "Selection and Use of Telecommunications Consultants for Library Automation" (Rodney B. Perry); (3) "Modeling Library Communications Traffic" (John C. Kountz); (4) "Telecommunications for Libraries" (Richard W. Boss); (5) "A Collection of Books" (Herbert P. Crane); (6) "Telecommunications in the Office" (Michael A. Flavin); (7) "Electronic Mail Services in the Library and Information Center Community" (Dennis Oliver); (8) "Packet Radio for Library Online Catalogs" (Edwin B. Brownrigg); (9) "Narrowband Teleconferencing" (Joan Maier McKean); and (10) "Establishing a Data Communications Network: A Case Study" (Deborah K. Conrad). (THC)

ED 267 750 IR 012 071

Hewett, Thomas T.
Using an Electronic Spreadsheet Simulator to Teach Neural Modeling of Visual Phenomena. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.

REPORT NO.- MWPS-F-85-1
PUB DATE- May 85
NOTE- 27p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; *Computer Software; *Discovery Learning; Formative Evaluation; Higher Education; Instructional Materials; *Microcomputers; Neurological Organization; Program Descriptions; Programing Languages; Psychomotor Skills; Teaching Methods
IDENTIFIERS- Drexel University PA; *Spreadsheets

This paper describes how electronic spreadsheet simulators, originally designed to simulate and replace large paper worksheets used in accounting and financial planning, can be used to study and explore functional relationships among a number of parameters. As a way of providing a context for understanding this application of a spreadsheet template, a description of the use of electronic spreadsheets to enable students to conduct simulated microelectrode recording experiments is given. Also described is the use of spreadsheet simulators to let students explore the operation of models of hypothetical neural networks which underly such visual phenomena as induced color contrast. Student comments on the neural model simulations indicate that a pre-use discussion and post-use debriefing, in lecture or tutorial sessions, seem to enhance the effectiveness of the simulations; some limitations of the simulations can be compensated for by proper pre-use preparation and post-use debriefing; and many students feel they gain an enhanced depth and quality of understanding from the interactive learning and immediate feedback. (THC)

ED 267 931 PS 015 747

Draper, Thomas W.; And Others
Making the Computer Fit the Child Rather than the Child Fit the
Computer: Conversations between Children and Robots.
PUB DATE- Mar 86
NOTE- 4p.; Paper presented at the Biennial Meeting of the
Southwestern Society for Research in Human Development (San
Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computers; Computer Software;
Curriculum Enrichment; *Educational Innovation; *Multisensory
Learning; *Preschool Curriculum; *Preschool Education;
Technological Advancement; Technology

This paper introduces and develops the premise that technology should be used as a tool to be adapted to early childhood education rather than adapting the preschool curriculum to computers. Although recent evidence suggests a national interest in having high technology play a role in the teaching of young children, particularly in reading, writing, and math, conflicting evidence suggests that the most essential development for preschool children takes place in other areas. Therefore, it is argued that technology use with preschoolers should focus on the essential tasks that need to be accomplished by young children. Such areas as the development of perceptual and cognitive skills, productive and receptive language skills, competence motivation, appreciation of feelings, acquisition of general knowledge, motor coordination, and the understanding of social interactions have usually been regarded as primary foci in programs for young children. This paper describes a modest evaluation of the possibilities of computers relating to children through conversation, visual representation, and movement. (DST)

ED 267 668   HE 019 118

Zoffmann, H.; And Others
Guidelines on AIDS in Europe. First Revised Edition.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1039-8
PUB DATE- 86
NOTE- 53p.
AVAILABLE FROM- World Health Organization Publications Center, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communicable Diseases; Coordination; Data Collection; *Disease Control; Disease Incidence; Foreign Countries; Geographic Distribution; *Geographic Regions; Guidelines; Health Education; *Preventive Medicine; *Public Health
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; *Europe; World Health Organization

The problem of acquired immune deficiency syndrome (AIDS) in Europe and public health measures that can be taken to reduce the spread of infection are discussed. These guidelines cover: the magnitude of the problem in Europe, the virus and its mode of transmission, major clinical features of the disease, laboratory tests, possibilities of treatment and prophylaxis, the role of blood and blood products, the public health importance of the disease, and control measures. In addition to considering preventing the spread of infection to the general population, attention is directed to prevention for groups with increased risk of infection and hospital staff and health care workers. Data up to September 30, 1985 are incorporated for 21 European countries, including: the total number of AIDs cases in the countries and estimated rates per million population; AIDs cases by patient risk group and geographic origin; AIDs cases by disease category and number of deaths; and AIDS cases by age group and sex. Functions of a World Health Organization collaborating center for AIDS are also identified. Appendices include the case definition of AIDs used by the U.S. Centers for Disease Control (CDC) for national reporting, and a list of participants in the Consultation on AIDs Policies in Europe, which was held at CDC in April 1985. (SW)

ED 267 681 HE 019 149

Tierney, Michael L.
The Timmons Savings Plan: A Working Document on a Plan to Encourage Families to Save for College.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Mar 86
NOTE- 36p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members; prepaid only).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Family Financial Resources; Federal Programs; Government Role; Higher Education; *Incentives; *Parent Financial Contribution; Program Costs; Program Proposals; *Student Costs; Undergraduate Study
IDENTIFIERS- *College Costs; Savings Accounts; *Timmons Savings Plan

The Timmons Savings Plan, which encourages families to save toward college costs, is analyzed. This plan allows for periodic (non-tax deductible) contributions to an account administered by the U.S. Department of the Treasury. The amount deposited would be matched by the federal government in exchange for the government's earning the interest on the deposits. Federal matching rates would be inversely related to family income level. The following issues are addressed: the estimated amount that would be saved by families in a given year; the estimated amount that would be saved by families for a college education, the estimated cost of the plan to the federal government based on several options, a comparison of the plan to an Educational Savings Account option, and the extent to which the cost of an undergraduate education could be financed by the plan. Using 1980 dollars, costs are estimated for attending four types of colleges and universities: public four-year, public two-year, private four-year, and private two-year. The plan is based on the assumption that the consumers do not change their allocation between consumption and savings despite changes in the general price level. Policy issues surrounding implementation of the plan are also briefly considered. (SW)

ED 267 801 IR 051 233

Dervin, Brenda; And Others
The Information Needs of Californians--1984. Report #1: Technical Report. Report #2: Context, Summary, Conclusions, Implications, Applications.
California State Library, Sacramento.; California Univ., Davis.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 428p.; Parts of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Information Services; Demography; *Information Needs; Information Seeking; *Information Services; Interviews; *Libraries; *Needs Assessment; Questionnaires; Research Methodology; Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- *California; California State Library

This report details the design and results of a study commissioned by the California State Library to describe the everyday information needs of California citizens in the context of three societal trends that impact the operation of libraries and all other human services that define information delivery as part of their mandate: (1) emergence of the information society; (2) move toward responsive information systems to serve people; and (3) increased pressure for information system redesign and invention. The first report details the approach and methods used in the study and the results obtained; it draws no conclusions and presents no implications. The methodology used was the Sense-Making Approach, which assesses information needs of the intended clientele of information systems by looking at individuals' opinions and attitudes in the context of their lives independent of those systems. The second report sets the study in the context of larger societal and professional purposes and relates the study approach and results to these purposes. Findings are organized around 10 major conclusions, and related implications and applications are discussed. The major conclusions relate to: unsatisfied information needs; need for more emphasis on the human dimensions of information use in serving citizens; effect of socioeconomic status on information needs and equity issues; need for less emphasis on demography and more emphasis on sense-making patterns in organizing information services; ongoing information needs assessment by information providers; the need for more emphasis on the human aspects of information use in difficult situations; the need for information linkages and networks; adolescent information needs; the need to use professionally accepted entry points when addressing everyday information needs; and the lack of inherent barriers between Californians and their potential library use. (THC)

ED 267 830 JC 850 103

Yeo, David G.
Principles and Applications of Physical Fitness: Course Proposal.
Philadelphia Community Coll., Pa.
PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; *Course Objectives; Course Organization; *Physical Fitness; Two Year Colleges

A proposal is presented for a Community College of Philadelphia Life Sciences and Allied Health Services course in physical fitness. Following a standard cover form, a statement of purpose explains that the course is designed to provide instruction and experience in the basic areas of nutrition and physical conditioning, including dietary analysis, weight control programs, body composition, flexibility, cardiovascular endurance, and muscular strength and endurance. Next, course goals and a course outline are presented, and corresponding course-level objectives (CLO's) are identified. Finally, the CLO's, related intermediate performance objectives, learning activities, and measures of acceptable performance are presented. The five CLO's stipulate that the student will: (1) analyze physiological aspects of physical fitness (e.g., the cardiovascular, respiratory and muscular systems); (2) objectively determine his/her level of physical fitness; (3) analyze a sound nutritional program; (4) analyze selected approaches to physical fitness (e.g., specific exercises, and common pieces of fitness equipment); and (5) analyze principles of exercise prescription and food selection. A detailed course outline and sample instructional materials conclude the packet. (LAL)

Coggins, John H.; And Others

Everything You Ever Wanted to Know about the MxCC Class of '85 (and More).

Middlesex Community Coll., Middletown, Conn.
PUB DATE- Feb 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; *College Graduates; Community Colleges; Majors (Students); *Student Characteristics; Two Year Colleges; *Two Year College Students

A study of Connecticut's Middlesex Community College (MxCC) graduates of 1985 was conducted to provide information for use in academic advising, program and curriculum planning, and identifying needs for further research. The study revealed the following information about the 281 members of the graduating class: (1) of the 284 degrees awarded, 79 were "General Degrees," 53 were in Business Administration, 20 were in Marketing, and 19 were in Information Systems; (2) 198 of the degrees were awarded to women and 86 to men; (3) 12.8% of the graduates had attended full-time only, 33.5% had attended part-time only, and 53.7% had attended both full- and part-time; (4) 37.4% had interrupted their studies for one or more semesters while pursuing their degree; (5) the average number of semesters needed to complete a degree was 7.07; (5) there appeared to be some correlation between those programs whose graduates took longer than 7.07 semesters to complete and those with older students; (6) the average grade point average was 3.021 for graduates and 2.5 for the student body as a whole; (7) 53% of the graduates had W grades on their transcripts and had withdrawn from an average of 2.7 classes; (8) 45.2% used transfer credit to graduate; and (9) relatively small percentages of the graduates took remedial English classes. (AYC)

Belcher, Marcia

Do Courses in English Improve Communication Performance on CLAST?
Research Report No. 85-03.

Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Jan 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; Black Students; Community Colleges; *English Instruction; Females; *Grades (Scholastic); Hispanic Americans; Males; *Minimum Competency Testing; Remedial Instruction; *Required Courses; Scores; Student Evaluation; Testing Programs; Two Year Colleges; Two Year College Students; White Students
IDENTIFIERS- *College Level Academic Skills Test

A study of fall 1984 College-Level Academic Skills Test (CLAST) examinees was undertaken at Miami-Dade Community College (MDCC) to examine the interrelationships among CLAST scores, the number of English courses taken, grades received, and basic skills in reading and writing prior to completion of the required English sequence. The study revealed that: (1) grades in the English sequence were related to CLAST performance, with higher grades being associated with higher passing rates; (2) students with the same grade in the same course had different passing rates depending on the campus location of the course; (3) generally only students with grades of "A" or "B" in English courses had higher passing rates than students who had not taken the course; and (4) increasing the number of English courses required of students was associated with higher passing rates only for those students who entered MDCC with basic skills that fell below the cut in both reading and writing. Based on study findings, it was concluded that the policy of requiring an additional English course was a blessing to students who entered with weak communication skills, and a burden to those with adequate reading and writing skills. (EJV)

ED 267 917 PS 015 717

Haefner, Margaret J.; Wartella, Ellen A.
The Effect of Sibling Viewing Style on Children's Interpretation of Television Content.

PUB DATE- Mar 86
NOTE- 18p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Children; *Cognitive Processes; *Interpersonal Relationship; *Siblings; Television Research; *Television Viewing
IDENTIFIERS- Context Effect; *Interpretation

The present study investigates the impact of sibling pairs' friendly or unfriendly viewing styles on the younger siblings' understanding of the content of television programs. A total of 19 sibling pairs were videotaped as they viewed one of two television programs. The younger child in all of the pairs was in first or second grade. Fourteen of the older siblings were more than 3 years older, and five were 1 or 2 years older than their younger siblings. All of the children saw a "Fat Albert" cartoon and an episode of the situation comedy "One Day at a Time." Results indicate that young children who viewed the age appropriate program with a sibling with whom they were unfriendly were better able to interpret that program than were young children who were friendly with their siblings. For the adult program, however, both children from the companionable pairs scored about equally, while those young children from the unfriendly pairs scored quite a bit lower than their older siblings. The disparity of the unfriendly siblings' scores suggests that they interpreted the program independently of one another, whereas the equality of the friendly siblings' scores indicated that the younger sibling may have benefitted from viewing with the older sibling. Three pages of references conclude the document. (RH)

ED 267 946 RC 015 672

Hernandez, Norma G.; Descamps, Jorge A.
Review of Factors Affecting Learning of Mexican-Americans.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the National Association for Chicano Studies (El Paso, TX, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Acculturation; Bilingual Education; Bilingualism; Classroom Environment; Cognitive Style; Cultural Traits; Elementary Secondary Education; *Ethnic Stereotypes; Language Usage; *Learning Problems; *Literature Reviews; Locus of Control; *Mexican Americans; Self Concept; Social Stratification; Teacher Characteristics

A review of more than 500 empirical studies conducted since 1970 on the achievement of Mexican Americans identified prior claims supported and/or refuted by data, isolated promising hypotheses for further investigation or educational implementation, and made recommendations for improvement of schooling, school-home relations, and teacher preparation. The review found widely accepted stereotypes about Mexican Americans' lack of internal locus of control, reluctance to compete, depressed intelligence, field dependence orientation in learning, and failure to acculturate to be false. Factors found to be associated with increased achievement included language usage, bilingualism, bilingual education, positive self-concept, home independence training, and school/classroom affective climate. Findings indicated that teacher warmth and enthusiasm and absence of authoritarianism and punitiveness significantly impact academic achievement of Mexican American students; cooperative learning environments produce greater academic gains than competitive or individualistic learning environments for all students; students in low-track high school classes receive less educational opportunities than students in heterogeneous groups; and the fact that the self-concept of Mexican Americans does not appear to increase either with succeeding generations or with the age of the individuals suggests that these students are not mastering their environment and are not surrounded by nurturant significant others in school or in the community. (NEC)

ED 267 611 FL 015 556

Joy, Constance Boerner
Guidelines for Prospective EFL Teachers in Saudi Arabia.
PUB DATE- Dec 85
NOTE- 82p.; Master's Thesis, School for International Training, Brattleboro, Vermont.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Arabic; *Classroom Techniques; *Cultural Context; Education; *English (Second Language); Family Life; Foreign Countries; Information Sources; Instructional Materials; *International Educational Exchange; Islamic Culture; Job Search Methods; Language Teachers; Orientation Materials; Politics; Religion; *Sociocultural Patterns; *Teacher Role
IDENTIFIERS- *Saudi Arabia

Orientation materials for prospective teachers of English as a foreign language (EFL) in Saudi Arabia and other Middle Eastern countries contains information about factors affecting EFL teaching in the classroom. Topics discussed include religion, family, politics, education, English-Arabic language differences, teaching approaches, and the teacher as a representative of his or her own culture. Information is also given for finding a job, including a list of schools and organizations offering EFL courses in Saudi Arabia, and some employment services. Specific suggestions for job interviews and information on books, materials, and resources currently available to teachers in Saudi Arabia are also presented. A bibliography of relevant and useful articles, books, and guides is appended. (MSE)

ED 267 626 FL 015 578

Curtain, Helena Anderson
The Immersion Approach: Principle and Practice.
PUB DATE- 86
NOTE- 15p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577. An updated version of ED 245 527.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational History; Elementary Education; *Immersion Programs; *Language Skills; Learning Disabilities; *Program Design; *Program Effectiveness; Second Language Learning; Second Language Programs
IDENTIFIERS- Milwaukee Public Schools WI

A discussion of the immersion approach to second language instruction contains: a description of the approach and its goals; a brief history of its introduction into public schools; a description of the most common immersion program designs (early total, early partial, middle or delayed, and late); a review of available information on program results concerning effects on English skills, second language skills, and the learning of subject content material, achievement as related to IQ and learning disabilities, differences between partial and total immersion programs, and outcomes from late immersion; an examination of the benefits of early immersion; a description of the distribution of programs in the United States and of the Milwaukee, Wisconsin public schools program; and an analysis of the theoretical foundations of the approach and links to other second language instructional approaches. (MSE)

ED 267 640 FL 015 593

English Teaching Profile: Sultanate of Oman.
British Council, London (England). English Language and Literature Div.
PUB DATE- Oct 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Administration; *Educational Quality; Elementary Secondary Education; *English (Second Language); Foreign Countries; Futures (of Society); Instructional Materials; *Language Role; *Language Teachers; Postsecondary Education; Research Projects; Teacher Supply and Demand; Technical Assistance
IDENTIFIERS- *Oman

A review of the status of English language instruction in the Sultanate of Oman discusses the role of English in the society in general and in each segment of the educational system. The report provides information on the following topics: the characteristics and training of English teachers; the type and availability of instructional and related materials; educational administration in relation to English teaching; the development and planning of English instruction; English instruction outside the educational system; British, American, and other foreign support for the teaching of English; related commercial opportunities; creative writing; and current research in English linguistics. It is noted that recent administrative developments have not resulted in the anticipated changes in English instruction, but that the teaching of English is still regarded as having great general, technical, and commercial significance. Some greater awareness of standards in instruction is also emerging, although there is room for considerable improvement. (MSE)

ED 267 722 HE 019 207

Cashin, William E.; McKnight, Philip C.
Improving Discussions. Idea Paper No. 15.
Kansas State Univ., Manhattan. Center for Faculty Evaluation and Development in Higher Education.
PUB DATE- Jan 86
NOTE- 5p.
AVAILABLE FROM- Kansas State University, Center for Faculty Evaluation and Development, 1623 Anderson Avenue, Manhattan, KS 66502-4098 ($1.00 per copy; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attention; Cognitive Objectives; *College Instruction; *Discussion (Teaching Technique); Higher Education; *Instructional Improvement; *Student Motivation; *Student Participation

Suggestions to help create and maintain effective classroom discussion are offered, and strengths and weaknesses of this approach are identified. Discussion is defined as a variety of teaching approaches that focus on two-way, spoken communication between the teacher and the students, and more importantly among the students themselves (e.g., recitation, dialogue, and guided and pure discussions). Discussion approaches are suited to a number of course goals, including: providing the instructor feedback about student learning; meeting higher-order cognitive objectives, such as application, analysis, synthesis, and evaluation; helping students develop interest and values and change attitudes; and allowing students to become more active participants. Disadvantages include: difficulty in gaining student participation because a perceived threat in speaking out and peer pressure not to excel; the time involved; the difficulty in covering significant amounts of content; the need for more forethought compared to lecturing; and less control for the teacher. Recommendations are offered regarding three aspects of discussions: improving cognitive or intellectual learning, improving the affective or interest/value aspects of learning, and increasing participation. (SW)

ED 267 763 IR 012 131

Dalton, David W.; Watson, James F.

Word Processing and the Writing Process: Enhancement or Distraction?

PUB DATE- Jan 86
NOTE- 19p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Aptitude Treatment Interaction; Factor Analysis; Grade 7; Holistic Approach; *Intermode Differences; Junior High Schools; *Microcomputers; Student Attitudes; Tables (Data); *Word Processing; Writing (Composition); Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- AECT Research and Theory Division Meeting; Apple IIe; Instructional Effectiveness

This study examined the effects of a year-long word processing program on learners' holistic writing skills. Based on results of a writing pretest, 80 seventh grade students were designated as relatively high or low in prior writing achievement and assigned to one of two groups: a word processing treatment and a conventional writing process treatment. Students in each treatment produced two weekly writing assignments and four major papers over the course of one year. At the conclusion of the study, each was given a standardized writing test which was evaluated for structure and organization, correct use of the parts of speech, punctuation, capitalization, and spelling. Analysis consisted of a 2X2 completely crossed treatment by achievement factorial design, featuring two levels of treatment and two levels of prior achievement. Results indicate that relatively low achieving learners scored significantly better when using the word processing treatment than low learners in the conventional treatment; however, word processing was not effective for the relatively high ability students. Lack of this efficacy is attributable to two reported factors: difficulty in keyboarding and problems in accessing the microcomputers. Future research on keyboarding skills, varied hardware configurations, and pre-writing and editing activities are suggested. A list of references, two data tables, and two figures are provided. (JB)

ED 267 788 IR 012 156

Rieber, Lloyd P.
The Effect of Logo on Young Children.
PUB DATE- Jan 86
NOTE- 38p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Graphics; Geometry; Grade 2; Hypothesis Testing; Mathematics Instruction; *Microcomputers; Primary Education; *Problem Solving; Programing;

*Programing Languages; Research Methodology; *Skill Development; Tables (Data); Teaching Methods
IDENTIFIERS- AECT Research and Theory Division Meeting; Apple IIe; Instructional Effectiveness; *Logo Programing Language

This study was conducted to determine whether young children, given the experience of Logo programming, would acquire problem-solving skills and be able to transfer those skills to other areas. The study also investigated Logo's effectiveness in teaching certain fundamental geometric concepts to children who were supposedly not developmentally ready for such materials. Subjects included 25 second grade students from a public elementary school in New Mexico. Treatment consisted of each child receiving approximately 1 hour of Terrapin Logo programming on an Apple microcomputer each week for three weeks. The structure of the programming experience was based on a guided discovery approach; participants were allowed much freedom in their programming choices, yet they were motivated to pursue formal stage thought patterns using a carefully planned positive reinforcement technique. A problem solving measure and a geometric paper-and-pencil test were administered in a pretest-posttest design to the experimental group and to another second grade class in the same district which did not receive any Logo experience. The experimental group showed statistically significant results on both measures, while the control group showed no significant change on either. A list of references, one data table, and two appendices containing sample instructional materials and tests are provided. (Author/JB)

Palmer, Pamela; Evans, John E.

Education and Change: Academic Librarians for the 21st Century.

PUB DATE- 25 Oct 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Georgia Library Association (Augusta, GA, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Educational Background; Futures (of Society); *Graduate Study; Higher Education; *Library Education; *Library Personnel; Library Research; Library Schools; *Outcomes of Education; *Regional Characteristics; Role of Education

This paper presents data obtained from a questionnaire mailed to 45 library directors of academic libraries in the southeastern United States, as well as discussions of trends and their implications for the future of academic librarianship in the region. Emphasis is placed on knowledge gained via degrees in library science and the applicability of additional graduate degrees for academic librarians. Directors' responses to the questionnaire accounted for 1,378 full-time academic librarians in the region. The survey revealed that slightly more than 34% of the librarians held graduate degrees in addition to the master's degree in library science. Comparison with a 1978 study shows an increase in southeastern academic librarians' educational credentials. The report concentrates on the acceptability and significance of earning additional degrees, including the influence level of additional graduate degrees on hiring decisions, hiring at the administrative level, determining salary at the time of hiring, and determining periodic salary increases. (THC)

ED 267 845 JC 860 143

Reeves, J. Laurence
The Decline in the Traditional College-Aged Population and Its Impact on the Massachusetts Community Colleges.
PUB DATE- 84
NOTE- 35p.; Graduate seminar paper, Boston College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Standards; Census Figures; *Community Colleges; *Declining Enrollment; Educational Finance; *Enrollment Influences; *Enrollment Projections; Governance; Literature Reviews; *Population Trends; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Massachusetts

This review of demographic data and the educational literature on collee enrollment trends describes several population trends and assesses their anticipated effect on community college enrollments in Massachusetts. In section I, the argument is presented that the two-year colleges face a potentially unprecedented enrollment decline which, depending upon location, could be more severe than that facing any other segment of higher education. Section II reviews census data and population studies to assess the extent of the anticipated decline in the traditional college-aged population. After a discussion of national trends, statistics are presented indicating that Massachusetts will not have the same resurgence in the college-aged population that the rest of the nation can expect by the end of the century. Section III considers the effect of the decline on community colleges and reports the American Council on Education's suggestions for strategies that could potentially offset the decline in the student pool. This section also contains an analysis of potential dangers which may prove the optimistic projections held by many for the community college's future to be wrong. Warnings are offered that adult attendance may level off or even decline as the employment situation improves and the baby boomers move into middle age; and that community colleges can expect increased competition from other segments of higher education for students and funding. Section IV highlights the particular position of the Massachusetts community colleges, looking at structural weaknesses, current policies of the Board of Regents, differentiated mission statements, and admissions standards. Finally, section V offers conclusions and recommendations in the areas of policy enforcement and budgetary issues. (EJV)

ED 267 888 PS 015 597

Morganti, Nancy F.
Oral Language Games and Activities: A Literature Review.
PUB DATE- 81
NOTE- 96p.; A Master of Science in Early Childhood Education project, California State University, Hayward. Appendix B of the original document contains copyrighted material and therefore has been deleted.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Games; Early Childhood Education; Guidelines; *Language Acquisition; *Learning Activities; Literature Reviews; *Oral Language; *Young Children
IDENTIFIERS- *Tough (Joan)

The purpose of this master's degree project was to help teachers enhance children's language through the use of a variety of activities. Specifically, there were three stages to the project: (1) selection and preparation of a set of activities designed to elicit child language in each of several areas of the Tough classification of children's oral language usage; (2) preparation of instructions for classroom aides and teachers guiding the selection and use of specific activities from the set; and (3) field testing of a stratified sampling of the activities to assess the utility of the instructions and the effectiveness of the activities in improving child language. This document contains an introduction and a statement of the problem, a review of the literature, a short bibliography and extensive appendices. Appendix A provides a framework for the classification of the uses of language. Appendix C offers numerous examples of language games and activities corresponding to Tough's types and subcategories: directive/self-directing, directive/other-directing, interpretive/reporting on present and past experience, interpretive/reasoning, projective/predicting, projective/empathetic, projective/imagining, relational, self-maintaining, relational/interactional. (RH)

ED 267 903   PS 015 693

Abramson, Shareen; Lindberg, Gordon
Achievement of Southeast Asian Students and its Relation to School Resource Program.
PUB DATE- Mar 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; Educational Resources; Elementary Education; *Elementary School Students; English (Second Language); *Enrollment; Immigrants; *Language Proficiency; Program Evaluation; *Refugees; *Tutorial Programs
IDENTIFIERS- California; *Hmong People

A study was made to ascertain the achievement of Hmong refugee children attending elementary school in the Fresno Unified School District (FUSD) and to examine relationships of classroom factors and school resource program characteristics to Hmong student achievement. A total of 237 students from 136 first through sixth grade classrooms participated in the study. Measures used to assess students' educational performance included the 1977 California Achievement Tests (CAT) and the Hmong Student Impact Survey (HSIS). Other data were collected regarding students' classrooms and school resource programs. Findings indicate that Hmong refugee children bring important strengths to their new school environments. The social-emotional traits they possess not only facilitate learning and school adjustment, but are also conducive to favorable teacher attitudes. In curriculum areas requiring little proficiency in English, HSIS teacher ratings indicate that Hmong students' achievement is similar to their classmates'. Both HSIS and CAT results indicate that the oral and written language skills of Hmong students require attention. Programs stressing small group instruction and providing individualized attention seem to be most beneficial to reading achievement among the Hmong. While the use of primary language tutors representing home culture has intuitive appeal, this study found no evidence to support this use. (RH)

ED 267 960 SE 046 482

Beluschak, Elaine Burns

Providing Human and Material Resources to Remediate and Enrich Math Skills of Second Grade Students.

PUB DATE- 85
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Change; *Elementary School Mathematics; *Enrichment Activities; Grade 2; Individual Differences; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Parent Participation; Primary Education; *Remedial Mathematics; *Student Attitudes; Tutorial Programs; Tutoring
IDENTIFIERS- *Mathematics Education Research

This practicum involved finding a solution to the problem concerning the lack of time classroom teachers had in providing remedial or enrichment mathematics activities for students in grade 2 of a Lee County, Florida elementary school. The target populations was a second grade class that consisted of an average of 23 public school students. Goals of the study were: (1) to provide human and specific material resources to remediate and/or enrich mathematics skills of target students; (2) to have parents of target students become involved with the mathematics remediation/enrichment of their children; and (3) to increase the number of students having a positive attitude toward mathematics. These goals were met by having parents become involved in mathematics "make-and-take" workshop activities, utilizing cross-age tutors, using parent volunteers, and compiling a collection of remedial/enrichment activities for students to use at school and at home. All of the target students received increased remedial/enrichment help in mathematics. All of the target students had parents become involved in some manner with the mathematics remedial/enrichment activities. By the end of the implementation period of the practicum, 100 percent of the students indicated a positive attitude toward mathematics. (Author/JN)

ED 267 975 SE 046 497

Fisher, Kathleen M.
Elaboration of Cognitive Knowledge of Biology from Childhood to Adulthood.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Change; *Cognitive Development; *Developmental Stages; Higher Education; Intermediate Grades; *Knowledge Level;

Piagetian Theory; *Science Education
IDENTIFIERS- Science Education Research

Word association techniques were used to examine the growth of biological knowledge over a period of years, from fourth-grade to college students. Results were analyzed by classifying stimulus-response word pairs according to the nature of the relationship between the words in each pair. Three hypotheses were tested: (1) the proportion of enactive (verb) responses will be greatest among fourth-graders and will decrease with increasing knowledge of biology and with increasing maturity of subjects; (2) the pattern of word association responses in early adolescents (sixth-graders) will be different from that seen in younger and older groups, and will be consistent with concrete operational thought patterns as described by Piaget; and (3) as individuals learn more biology, the hierarchical organization of their knowledge will increase, as reflected by an increase of superordinate, subordinate, and definition responses. Results (based on response patterns) provide strong support for the Piagetian sensorimotor, concrete operational, and formal operational stages. They also reveal increasing hierarchical organization of knowledge with increased biology learning. A bibliography with 33 references concludes the report. (JN)

ED 267 596 FL 015 490

Rabiteau, Kathleen; Taft, Hessy

Provisional Modified ACTFL/ETS Oral Proficiency Scale for Junior High School Students.

PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *French; *Immersion Programs; Junior High School Students; *Language Proficiency; *Language Tests; Program Effectiveness; *Rating Scales; Secondary Education; Second Language Learning; *Speech Communication
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines

The modified American Council on the Teaching of Foreign Languages Educational Testing Service (ACTFL/ETS) oral proficiency scale was developed in response to a request from the New Brunswick (Canada) Department of Education for assistance in comparing the results of its French immersion and core programs. Because the existing ACTFL/ETS academic language scale provided inadequate discrimination for the skills of immersion students, two researchers interviewed students from both the core and the immersion programs in grades 7 through 9 in Fredericton, New Brunswick, and developed a provisional rating scale, a set of sample or practice tapes with descriptions of the speech samples, and a set of test tapes for interview raters. Some of the findings were the following: there was no overlap of oral proficiencies between the core and immersion students; with the exception of pronunciation, the unmodified novice level descriptions applied to the core students; the modified ratings, labeled "junior," include some content areas typically rated "novice"; the differences within the relatively fluent immersion group were primarily in their abilities to discuss familiar or unfamiliar, complex situations, and concrete or abstract ideas. The major limiting factor was their speech accuracy. The junior rating scale descriptions are included. (MSE)

ED 267 655 FL 015 643

Horowitz, Daniel

One Is Not Enough: Writing from Multiple Sources.

PUB DATE- Oct 85
NOTE- 6p.; Paper presented at the Annual Meeting of the Midwest Teachers of English to Speakers of Other Languages (5th, Milwaukee, WI, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English for Academic Purposes; *Expository Writing; Higher Education; *Reading Writing Relationship; Research Papers (Students); *Research Skills; Teacher Developed Materials; *Writing Instruction

A technique for teaching writing in academic English as a second language (ESL) to students bound for college-level courses focuses on one essential reading and writing skill: using multiple sources as input for writing. The program is designed for any level and consists of a series of readings and a number of questions, the answers to which become successive paragraphs or sections in a final paper. The procedure for developing such a unit includes: selection of a topic of interest to the class; location of three sources of appropriate difficulty from among ESL reading texts; narrowing the topic to one that can be covered through use of the sources; deciding on the procedure to be followed in organizing the topic (what questions can or should be answered and in what order); reviewing the resources to assure that at least two contain information relevant to each question; distributing the questions to the students in sequential order; giving each student access to all sources; having the students take notes from the sources; having students write a first draft essay answer to each question, using only their notes; and having students put the pieces together to form a whole essay from the revised and edited sections. (MSE)

ED 267 695 HE 019 163

Faculty Salaries in California's Public Universities, 1986-87. The Commission's 1985 Report to the Legislature and Governor in Response to Concurrent Resolution No. 51 (1965). Commission Report 85-43.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Dec 85
NOTE- 85p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); Annual Reports; *College Faculty; Comparative Analysis; Economic Climate; Higher Education; Income; *Medical School Faculty; *Retirement Benefits; *State Colleges; State Legislation; *Teacher Employment Benefits; Teacher Retirement; *Teacher Salaries
IDENTIFIERS- *California State University; Peer Institutions; Public Colleges; *University of California

Faculty salary and fringe benefit data for 1985-1986 and 1986-1987 at California State University and the University of California are examined, along with data for comparison institutions. University of California medical faculty salary comparisons from 1984-1985 are also provided. Statistics on salary and fringe benefits are provided by faculty academic rank. The fringe benefit package includes retirement and a comprehensive array of insurance for life, medical and dental care, nonindustrial disability, workers' compensation, and unemployment. Also considered briefly are economic conditions in California and the nation. Appended materials include: state legislation concerning academic salaries and welfare benefits; information on procedures for state-level reporting on faculty salaries and fringe benefit costs in public higher education, 1985-1995; a 1965 state staff report on a method for reporting to the legislature on salaries and benefits for faculty at state institutions; a report on University of California faculty retirement income value of comparison institutions, 1984-1985; a report on faculty income maintenance programs at California State University and comparison institutions; and data on the University of California retirement system. (SW)

ED 267 708 HE 019 193

Student Intellectual Development. A Symposium.
Bowling Green State Univ., Ohio.
PUB DATE- 8 Nov 82
NOTE- 22p.; For related document, see HE 019 194.
AVAILABLE FROM- Bowling Green State University, Institutional Studies, Bowling Green, OH 43403.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Cognitive Structures; *College Students; Conferences; Higher Education; *Intellectual Development; Learning Theories; Models; *Outcomes of Education; Schemata (Cognition); *Student Development
IDENTIFIERS- *Bowling Green State University OH

Issues concerning student intellectual development during college are considered in a symposium paper and in two reactions by faculty members. The symposium was sponsored by Bowling Green State University as part of the Academic Outcomes Project, which explores the effect of college on student growth and development. The reflective judgment model is the focus of Patricia King's paper, "Developing a Rational Belief System: Intellectual Development in the College Years." The model contends that the reasons a person uses to explain beliefs are related to assumptions about knowledge and reality. These assumptions serve as students' perceptual filters through which they understand what they are learning. The assumptions provide categories the individual uses to perceive and organize information and to make judgments about an issue. The process of forming judgments becomes increasingly complex, as illustrated by seven stages proposed by the model. At the lower stages, authorities serve as sources of absolute truth, while at the higher stages, reality is understood as existing objectively but the process of inquiry is seen as being subjective and fallible. The paper also considers the results of interviews in which students were presented questions about four controversial issues. Reactions to the paper are provided by Thomas Kinney and Sandra Packard. (SW)

ED 267 736 IR 012 032

Klein, Jennifer
Electronic Mail Systems. A Brief Description. One in a Series of Papers on Alaskan Telecommunications.
Alaska State Senate, Juneau. Rural Research Agency.
PUB DATE- Aug 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Electronic Mail; *Information Networks; *Organizational Communication; Program Descriptions; Public Schools; State Agencies; *State Government; State Programs; State Universities; *Telecommunications
IDENTIFIERS- *Alaska; *Computer Networks

This paper describes several electronic mail systems in use in Alaska. The University of Alaska Computer Network has had an electronic mail system since 1976 that connects its campuses throughout the state. The Department of Education also has had a mail system since the late 1970s that links the 53 school districts as well as the support and administrative offices in the department. Within the Legislative Affairs computer network, a system is being used with many advanced capabilities which the Legislative Information Offices also use. In order to improve communication between state agencies, the Department of Administration has introduced a new shared electronic mail system on its System Network Architecture (SNA) network, which is accessible to all state agencies. Following descriptions of each of the aforementioned systems, several recommendations are presented: while a number of good in-house electronic mail systems exist within state government, communications between departments should be improved with support of the electronic mail system on the state SNA network; there are a number of products available on today's software market and care should be taken when choosing an electronic mail system; and compatibility with existing systems should be examined as well as service arrangements. (Author/THC)

ED 267 751 IR 012 072

External Video for the Macintosh. Microcomputing Working Paper Series.

Drexel Univ., Philadelphia, PA. Microcomputing Program.

REPORT NO.- MWPS-T-84-1

PUB DATE- Dec 84

NOTE- 10p.

AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Guidelines; *Input Output Devices; *Microcomputers; *Specifications; *Video Equipment

IDENTIFIERS- *Apple Macintosh; *Drexel University PA

This paper offers technical information on implementing external video capability on the Apple Macintosh Computer, which has no simple provisions for implementing this type of capability because it uses a non-standard horizontal line rate of 22.35KHz and lacks protection against the emission of RFI (radio frequency interference). The information provided includes a step-by-step guide to video board installation; a section on modifying the power supply to the logic board cable; a video board parts list; a video composite board schematic; and a video board component pictorial. The addresses of two firms that will modify a standard Macintosh and their fees are also provided. (THC)

ED 267 776 IR 012 144

Hortin, John A.
Principals' and Teachers' Attitudes toward Kansas School Media Libraries.
PUB DATE- Jan 86

NOTE- 11p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Analysis of Variance; *Attitude Measures; Elementary Secondary Education; Learning Resources Centers; Microcomputers; Principals; Questionnaires; Rural Schools; *School Libraries; State Surveys; Tables (Data); *Teacher Attitudes
IDENTIFIERS- AECT Research and Theory Division Meeting; Kansas

In order to investigate the attitudes of Kansas teachers and principals toward rural and small school libraries, a sample of 400 schools with an enrollment of less than 600 was surveyed. Three copies of a 20-item questionnaire were sent to the principal of each identified school; principals completed one copy and selected two teachers to fill out the remaining two copies. A total of 182 schools returned the questionnaires for a response rate of 45.5%. Analysis of the data revealed that there was a significant overall attitude difference between the principal group and the teacher group: the principals generally had a higher positive attitude about the school media library than did the teachers, although both groups were positive. Both groups were less positive about the adequacy of microcomputer technology; the three questions that dealt with microcomputer technology generally had lower mean scores for both principal and teacher groups than did the other items on the questionnaire. One item that both principal and teacher groups agreed on was that teachers did about an average job keeping librarians abreast of trends in curriculum. Demographic data on the diversity of library services, budget, and staffing in the state of Kansas were also collected by the survey. Four data tables and a copy of the questionnaire are provided. (JB)

ED 267 831 JC 850 104

Yeo, David G.

Tennis: Course Proposal.

Philadelphia Community Coll., Pa.
PUB DATE- 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; *Course Objectives; Course Organization; *Tennis; Two Year Colleges

A proposal is presented for a Community College of Philadelphia Life Sciences and Allied Health Services course in tennis. Following a standard cover form, a statement of purpose explains that the course is designed to provide instruction and practice in the basic tennis techniques of the forehand, backhand, serve, volley, and overhead. Next, course goals and a course outline are presented, and corresponding course-level objectives (CLO's) are identified. Finally, the CLO's, related intermediate performance objectives, learning activities, and measures of acceptable performance are presented. The four CLO's stipulate that the student will: (1) analyze and perform the major tennis strokes of the serve, forehand, backhand, volley, and overhead; (2) analyze specific aspects of tennis (e.g., tennis equipment and course surfaces); (3) analyze basic information on tennis, its vocabulary, rules, history, and etiquette; and (4) analyze tennis playing strategies. A class progression outline; recommendations regarding text, scheduling, supplies, and equipment; a list of sources for supplies and equipment; exams and assignments; a glossary; an overview of rules and techniques; and guidelines for diagnosing common stroking errors conclude the packet. (LAL)

ED 267 932 PS 015 748

Keller, Carol
Improving Basic Skills in Low Achieving Kindergarten Students through Supervised Learning Centers.
PUB DATE- 85
NOTE- 80p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Individualized Instruction; *Kindergarten Children; *Learning Activities; *Learning Centers (Classroom); Learning Problems; *Low Achievement; Primary Education; *Tutoring; Volunteers; Volunteer Training

Because low achieving kindergarten children attending a neighborhood school in the South Area of the Dade County Public School System were experiencing difficulty during independent work periods, a practicum study was designed to improve their basic skills by providing closely supervised visual, manipulative, language, and listening activities. Goals of the practicum were: (1) to significantly improve cognitive learning in a selected group of low achieving kindergarten students; (2) to improve students' independent work skills and their use and care of materials; and (3) to promote a positive attitude toward learning. To achieve these objectives a closely supervised learning center was set up in the kindergarten classroom. All practice and reinforcement activities conducted in the center were directly related to basic skills concepts being taught. Positive methods of recording and rewarding good performance were developed, and cognitive growth was monitored by pre- and posttesting of grade level basic skills. Observational data was collected to determine growth in affective behavior. Findings indicate that performance standards were met for all goals of the practicum. Evidence was found of significantly increased learning, as well as growth in independent work skills and affect. Appended materials include the parent survey, the skills assessment instrument, the survey for kindergarten and first grade teachers, and other materials related to the study. (Author/RH)

El-Khawas, Elaine
Campus Trends, 1985. Higher Education Panel Report, Number 71.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Feb 86
NOTE- 27p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members; prepaid only).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; College Administration; College Faculty; College Students; *Curriculum Development; *Educational Change; Educational Objectives; Educational Quality; *Enrollment Trends; *Higher Education; Long Range Planning; Nontraditional Students; *Outcomes of Education; Program Evaluation; Questionnaires; *School Business Relationship; School Surveys; Student Evaluation; *Teacher Employment; Trend Analysis
IDENTIFIERS- Excellence in Education

Trends on college campuses within the United States as of 1985 are reported, with attention to early campus responses to national reports calling for educational reform. Also considered are faculty hiring practices, perceptions about institutional status, college linkages with business and industry, changes in enrollment, and the use of long-range planning and other administrative practices. A total of 398 two- and four-year colleges and universities responded to the study questionnaire (an 85% response), and the data were statistically adjusted to represent national trends. In response to national reports, two themes were emphasized: the need to measure student learning and to emphasize the competencies that students should gain through their studies. More than 80% of responding colleges had recently or were currently reviewing the curriculum. Almost all of these reviews focused on mathematical or computer-related skills, writing, or competencies such as communication and reasoning. Increased enrollments were occurring for part-time and older students, as well as commuters and foreign students. While 21% of the schools reported a net loss in faculty positions compared to the previous year, 32% reported no change, and 48% reported a net gain in faculty positions. Detailed statistical tables, the questionnaire, and technical notes are included. (SW)

ED 267 860 JC 860 160

Bender, Louis W.; Chalfant-Thomas, Susan

Achievement of the Baccalaureate: Florida Policies and Practices in Selected Urban Areas.

Florida State Univ., Tallahassee. Center for State and Regional Higher Education.

SPONS. AGENCY- Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- Mar 86

NOTE- 137p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Economically Disadvantaged; Educational Policy; Government Role; Government School Relationship; *Institutional Cooperation; *Minority Groups; Program Effectiveness; *Transfer Policy; Transfer Programs; Two Year Colleges; Two Year College Students; Universities; Urban Education

IDENTIFIERS- *Florida

A study was conducted in four metropolitan areas in Florida to determine: (1) the desired and actual roles of state agencies, community colleges, and public universities in promoting the achievement of the baccalaureate degree among urban students who begin their postsecondary education at community colleges; (2) the strengths and weaknesses of community college preparation as perceived by students and faculty; (3) the types of cooperation among government agencies and educational institutions that improve minority and low income students' chances for obtaining a bachelor's degree; and (4) needed changes in policies and programs. The study involved interviews conducted on participating campuses with administrators, department heads, faculty, and students; another series of interviews conducted with state-level policy makers and administrators; an analysis of current policies, procedures, and practices enhancing or preventing successful transfer of urban and minority students; and a comparison of the four Florida metropolitan areas with seven other urban areas nationwide. Among other findings, the study revealed that the Florida state government plays a more proactive role in postsecondary education than other state governments, that associate in arts degree students enjoy greater success in transferring than do associate in science degree students, and that articulation between universities and community colleges is weak in both policy and practice. The study report includes recommendations and appendixes include an overview of the Ford Foundation's Urban Community Colleges Transfer Opportunities Project, a set of profiles of areas and institutions included in this study, and materials on the Florida Project's planning meeting and participants. (EJV)

ED 267 874 JC 860 178

Belcher, Marcia
The Role of Developmental Courses in Improving CLAST Performance.
Research Report No. 85-04.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Feb 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Community Colleges; *Minimum Competency Testing; *Program Effectiveness; *Remedial Instruction; Student Evaluation; Testing Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

A study was conducted to assess the role of developmental work in preparing Miami-Dade Community College (MDCC) students for the College Level Academic Skills Test (CLAST). The study sample included all 808 MDCC students who took the CLAST in fall 1984 and had taken the Comparative Guidance and Placement Test (CGP) upon entering the college. Study findings included the following: (1) almost everyone who entered MDCC without the need for remediation in reading and writing skills passed the reading and writing sections of the CLAST; (2) the CLAST passing rates of students whose CGP scores showed the need for remediation in reading and writing were similar regardless of whether the students took remedial courses or not; and (3) in computation, those taking developmental work had passing rates similar to those not needing developmental work, while those needing it without receiving it had lower passing rates. Study findings led to the conclusion that the effect of developmental work on future CLAST performance varied according to the area of basic skills being considered, giving the appearance that developmental coursework has been neither a help nor a hindrance in changing student performance on the CLAST. (EJV)

ED 267 918 PS 015 718

Willemsen, Eleanor W.; And Others
The Toddler's Transition from Attachment to Self: The Role of Self Comforting.
PUB DATE- Mar 86
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Interviews; *Mothers; Observation; *Parent Child Relationship; *Personal Autonomy; *Toddlers
IDENTIFIERS- Individuation; *Maternal Responsiveness; *Self Awareness

The purpose of this study was to clarify and empirically examine the role played by a toddler's self comforting skill in facilitating the separation-individuation process. On the basis of psychoanalytic ideas and empirical findings it was predicted that self comforting would be positively related to both secure attachment and self awareness. It was also predicted that the mother's fostering of independence would predict secure attachment. A total of 19 toddlers and their mothers participated in the study. Children ranged in age from 64 to 95 weeks. Data were collected in interviews, a structured play session, a stress diary, and in a 5-minute session modeled on the Ainsworth procedure, but abbreviated to minimize stress and concentrate on relevant ratings. Correlational findings did not support the former predictions, but did confirm the latter. Discussion explores the possibility that the mother's style of comforting her fearful toddler may determine the way in which self comforting and self awareness connect for the toddler. (Author/RH)

ED 267 612 FL 015 557

Baumgardner, Robert J.; And Others
ESP for Engineers: Two Approaches.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Certification; Course Content; *Curriculum Development; Difficulty Level; *Educational Needs; *Engineering Education; *English for Science and Technology; Foreign Countries; Higher Education; Instructional Materials; Media Selection; Needs Assessment; Professional Education; Second Language Instruction; Teaching Methods; Vocational Education
IDENTIFIERS- University of Moratuwa (Sri Lanka)

The University of Moratuwa (Sri Lanka) developed two courses in English for engineering students, one for technician-level diploma students and one for bachelor's degree-level students. The first step was a needs analysis, conducted through questionnaires and informal meetings with students and faculty, observation of subject lectures and classroom instruction, and examination of the national board certification requirements. It was found that the principal difference in the two groups' needs occurs after the first year of basic physical science and engineering-related subjects. At that time diploma-level students need more vocationally-oriented command of technical English, and the degree-level students need academically-oriented scientific/technological language. A second finding was that diploma-level language needs remain fairly constant while degree-level needs change greatly in the course of the program. Course development proceeded based on the needs assessment, time constraints for the two groups, availability of materials, and development needs. The diploma-level course uses an integrated-skills approach to develop cognitive skills and emphasizes teamwork in a series of progressively more difficult problem-solving situations. The degree-level course is not described here. (MSE)

ED 267 627 FL 015 579

Lide, Francis; Lide, Barbara
Authentic Camera-Produced Materials for Random-Access Video Delivery.

PUB DATE- 86
NOTE- 14p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Instructional Materials; *Material Development; Photographs; Photography; Second Language Instruction; Teacher Developed Materials; *Videodisc Recordings; *Videotape Recordings; *Visual Aids

A need exists for a large fund of short, disconnected video materials designed specifically for rapid selective access and for use either in the classroom or the language laboratory, starting at the earliest stages of instruction. A theoretical model for creating these materials could be the language learner in public places in the target culture, communicating, functioning, and satisfying intellectual curiosity. Situations could include signs and ads with obvious or familiar contexts, signs for which the context must be inferred, signs and inscriptions requiring that a context be easily understood, materials that must be read to initiate a conversation, and purely conversational exchanges. In such situations the learner must be able to articulate the message orally in a manner recognizable to the native speaker. Two competing video technologies are useful--the video cassette recorder (VCR) and the laser videodisc. The VCR allows reading and writing, while the videodisc allows only reading. However the videodisc offers many advantages over VCRs, including greater capacity, precise and instantaneous cuing, and superior freeze-frames. In producing suitable materials for video use, three principles must be kept in mind: discontinuity, brevity, and maximum simplicity of production values. (MSE)

ED 267 641 FL 015 594

Murray, Denise E.
Literacy at Work: Medium of Communication as Choice.

PUB DATE- 28 Dec 85
NOTE- 23p.; Paper presented at the annual meeting of the American Association of Applied Linguistics (Seattle, WA, December 28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Classification; *Code Switching (Language); *Computer Oriented Programs; Discourse Analysis; Information Systems; *Language Usage; Linguistic Theory; Literacy; Sociolinguistics

While traditional views of literacy assume that discourse is either written or oral, an alternative perspective considers different discourse samples as part of the linguistic repertoire of the speech community. Placing this perspective in a sociolinguistic context and taking language use rather than form as the starting point for analysis, it is seen that the media of literacy available to the language user are options from which the speaker chooses. Like other linguistic choices they are dependent on the communication situation. Data collected in a larger study on computer communication, which were analyzed to identify co-occurrences of media and modes with context aspects, illustrate, in an office context, a proposed taxonomy of the use of four communication media (face-to-face, telephone, paper, and computer) and related modes. The face-to-face medium includes modes such as meetings, lunchtime conversation, and office conversation. The computer-mediated communication medium includes computer messages, computer mail, and document modes. The taxonomy defines the rules used in switching media and modes and accounts for both code-switching situations and single-code choices. It treats medium- and mode-switching as a variation of code-switching. (MSE)

ED 267 669 HE 019 119

Shiqi, Huang

On Some Vital Issues in the Development and Reform of Higher Education in the People's Republic of China.

PUB DATE- Jul 84

NOTE- 21p.; Paper presented at the World Congress on Comparative Education (Paris, France, July 2-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Students; Budgets; College Entrance Examinations; College Graduates; Continuing Education; *Educational Change; *Educational Development; Educational Finance; *Enrollment Trends; Expenditures; *Foreign Countries; *Higher Education; Institutional Autonomy; International Educational Exchange; Majors (Students); Non Western Civilization

IDENTIFIERS- *China

The development of higher education in China since the founding of the People's Republic is discussed, along with higher education reforms to meet the needs of socialist modernization. The reorganization of higher education, which was largely influenced by the Soviet model, is assessed, including experiences with engineering education. Efforts to increase study of the humanities and social sciences, including management, have been undertaken. Short-cycle (2-3 year courses) and two-year vocational universities are being promoted. Additional developments concern unified national college entrance examinations, greater autonomy in university decision making, and expanding international exchanges. Data are provided on: undergraduate and graduate enrollments by field of study; the number of institutions, total enrollments, new entrants, graduates, teachers and staff, 1947-1983; adult student enrollments and graduates by year, 1949-1983; the total state budget, expenditures for higher education and general education, and the average expenditure per college student, 1950-1983. Adult education enrollments include correspondence and evening schools, radio and television universities, and inservice courses. (SW)

ED 267 723 HE 019 208

Statistical Abstract of Tennessee Higher Education, 1982-1983.
Tennessee Higher Education Commission, Nashville.
PUB DATE- 83
NOTE- 234p.; For the 1984-1985 edition, see HE 019 210.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; College Transfer Students; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditures; Higher Education; Income; *Private Colleges; *State Colleges; State Surveys; Student Characteristics; Student Costs; Teacher Salaries; *Tuition
IDENTIFIERS- *Tennessee

Statistics are presented on higher education in Tennessee for 1982-1983 and previous years. Attention is directed to: enrollment trends, undergraduate transfers, student finances, degrees conferred, faculty salaries, institutional finances, and actions of the Tennessee Higher Education Commission. Tables include: student headcount enrollment by class level for public and private institutions; in-state and out-of-state and foreign student enrollments; resident and nonresident enrollments for public institutions and comparisons to selected southeastern states; part- and full-time enrollments; enrollments by major division; enrollments by race, sex, and age; undergraduate and graduate/professional enrollments by age; degree credit enrollments for on-campus and off-campus centers; enrollment trends for 1972-1982; student fees per academic year for public institutions; resident tuition per academic year; degrees awarded by public institutions; graduates by race and sex; number of full-time teaching faculty and average annual salary by rank and group for public institutions; state appropriations for public institutions, 1980-1983; revenues and expenditures; and capital outlay appropriations. Information is also provided on approved program reorganizations and new programs. (SW)

ED 267 789 IR 012 157

Robinson, Rhonda S.; West, Peter C.
Interactive Cable Television: An Evaluation Study.

PUB DATE- Jan 86
NOTE- 14p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attitude Measures; *Cable Television; *Educational Television; Evaluation Methods; High Schools; Instructional Innovation; Interviews; Research Methodology; *Rural Education; *Small Schools; Student Attitudes; Surveys; *Telecourses
IDENTIFIERS- AECT Research and Theory Division Meeting; *Instructional Effectiveness; *Interactive Cable System

This study assessed the second year of a 5-year project--the Carroll Instructional Television Consortium--which uses two-way interactive cable television (both audio and video) as an alternative method of delivering courses in four small rural high schools in Illinois. Specific evaluation questions investigated the instructional effectiveness of interactive television; its effects on the teaching/learning process; acceptance of the system by participating students, teachers, and administrators; and successful attainment of the project's goals. Data were collected via student pre- and posttests, student and teacher surveys, observation of teachers, and interviews with administrators concerning their level of satisfaction with the project. Results indicate that: (1) students enrolled in courses over the interactive system perform almost as well as students enrolled in the same class taught in the traditional setting; (2) students reacted positively to the system; (3) the biggest problem with the interactive system is that it does not allow students to get to know classmates from the other schools; (4) the biggest obstacle to the teaching/learning process was "downtime"; (5) 80.1% of the students surveyed rated the system average to excellent; and (6) all project goals were met, and in some cases, surpassed. A list of references and a sample student survey are provided. (JB)

ED 267 802 IR 051 462

Gothberg, Helen M.; Riggs, Donald E.
Time Management Study in Academic Libraries. Final Report.
Arizona Univ., Tucson. Graduate Library School.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 86
NOTE- 70p.; For a related paper, see IR 012 137.
GRANT- CLR791-E
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Job Performance; *Library Administration; Library Research; *Statistical Analysis; Surveys; *Time Management; Time on Task

This study was undertaken to generate and analyze survey data for evaluating time management practices among directors of large academic libraries. Questionnaires were mailed to 194 library directors and the 159 survey respondents (82%) provided information about their experience and other characteristics; how they allocate their time; to what degree they delegate authority; and their top 10 ranked time wasters. They also responded to a section on leadership style. Several analyses were calculated for the data including frequencies, correlations, chi-squares, and factor analysis. The results of this data analysis provide: (1) a basis for evaluating the training of library managers; (2) an opportunity for academic library directors to compare their own responses to those of others in similar positions; and (3) a look at how existing management allocates time for prospective managers. (THC)

ED 267 816 IR 051 477

Woods, Elaine
GaIN: The Georgia Interactive Network for Medical Information.
PUB DATE- 25 Oct 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Georgia Library Association (Augusta, GA, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Database Management Systems; *Databases; Information Retrieval; *Information Science; Library Automation; *Library Networks; *Medical Libraries; *Medical Services; *Online Systems; Program Descriptions; Technological Advancement
IDENTIFIERS- *Georgia

Five years ago, the National Library of Medicine (NLM) funded an Association of American Medical Colleges (AAMC) study of the impact of new information and communications technologies on the roles of health sciences libraries in a radically changing health care and educational environment. A key recommendation of the resulting report called for the development of an academic information resources management network with linkages to operational information systems in the academic health sciences center and medical practice loci to facilitate the flow and use of the world's knowledge base in carrying out the functions of education, patient care, and management. GaIN (Georgia Interactive Network for Medical Information) responds to that challenge and speaks directly to many of the final recommendations issued in the report: GaIN is built

upon an automated academic health sciences library; it is a gateway to external databases; and it uses database management concepts to organize, package, and deliver information to a multi-level network of users. This document describes the organization and funding of GaIN; key principles incorporated into the network; roles of GaIN members; management and administration of the network; GaIN services; and an evaluation of the program to be conducted in 1986. (THC)

ED 267 889 PS 015 621

Bader, Michele Lauer; And Others
Menu for Mealtimes: An Annotated List of Stories and Activities to Teach Nutrition.
Dairy Council of Metropolitan New York, NY.; Librarian's Alliance for Parents and Children, Centereach, NY.
PUB DATE- 85
NOTE- 56p.
AVAILABLE FROM- Children's Services Department · Biblios, Middle Country Public Library, 101 Eastwood Boulevard, Centereach, NY 11720 ($2.50; quantity price, $2.00 each, plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Early Childhood Education; *Food; Learning Activities; *Nutrition Instruction

Part I of this bibliography provides a selective list of picture books and suggests coordinated learning activities for children. Each entry is annotated and a suitable age range is indicated and marked with a symbol representing toddlers (18 to 36 months), preschool children (3 to 5 years), and primary school students (5 to 7 years of age). Entries marked with an asterisk are considered outstanding. Part II contains listings of nutrition references, books offering concrete examples of activities to stimulate healthy feelings, attitudes, and behaviors about food, and indices to authors, titles, subjects, and activities. (RH)

Krop, Lois P.; Barry, James T.
Attaining Familyhood through Family Conferencing.
PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Annual Parenting Symposium (2nd, Philadelphia, PA March 6-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Communication Skills; *Family Life; *Family Relationship; *Individual Development; Parent Child Relationship; Parenting Skills
IDENTIFIERS- *Communication Behavior; *Family Communication

Meeting together as a family group for discussion and/or activities is the best way of establishing and maintaining a system of free-flowing, snag-proof family communication. Once a family starts meeting together, a sense of purpose and direction is needed. Adherence to four concepts becomes important: dialogue democracy, reasoned revealing, pressureless persuasion, and self solving. When dialogue is democratic, when there is self-revealing without ulterior motives, when persuasiveness never includes pressure tactics, and when people are allowed and encouraged to make decisions and to solve problems through their own initiative, many benefits are attained. Putting these concepts into practice during regular family conferencing keeps communication flowing, is an effective means of preventing and solving problems, and promotes the attainment of familyhood. In almost every type of situation, family conferencing is more efficient and more effective than other forms of dialogue, such as conversations sandwiched in at mealtimes, during television viewing, while riding in the car, or when passing through the hallway. Children raised with the spirit of familyhood tend to become socially adaptable, expressive, emotionally resilient, intellectually curious, creative, self-motivated, and self-responsible. Parents who meet regularly with their youngsters and experience the dynamic flow of ideas and feelings need never worry about being labeled as "uncaring." (RH)

ED 267 947 RC 015 673

Guidelines for Operation of Wyoming Summer Migrant Education Centers. Revised.

Wyoming State Dept. of Education, Cheyenne.

PUB DATE- Mar 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Guides; Career Education; Elementary Secondary Education; *Migrant Education; *Migrant Programs; Occupational Information; Parent Participation; Preschool Education; *Program Administration; Program Descriptions; *Summer Programs; *Supplementary Education; Vocational Education
IDENTIFIERS- Migrant Student Record Transfer System; *Wyoming

Instructions for administrators of Wyoming summer educational programs serving preschool through high school migrant students include guidelines for career education, responsibilities of program components, and staff job descriptions. Funds management, operational instructions, salary determinants, evaluation and recordkeeping requirements, and career education goals and activities are outlined. Responsibilities of the program director, school, health services, contact personnel, computer operator, Migrant Student Record Transfer System, Migrant Parent Advisory Council, and the State Department of Education are detailed. Job descriptions are provided for program director, preschool supervisor, migrant school nurse, instructors, contact person, migrant school health aide, and teacher aides. (LFL)

ED 267 961 SE 046 483

Pollock, Cynthia
Decommissioning: Nuclear Power's Missing Link. Worldwatch Paper 69.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-70-4
PUB DATE- Apr 86
NOTE- 57p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Alternative Energy Sources; *Energy Management; *Environmental Education; *Environmental Standards; Fuels; *Hazardous Materials; *Nuclear Power Plants; Radiation; Technology; *Waste Disposal; Wastes
IDENTIFIERS- *Nuclear Wastes

The processes and associated dilemmas of nuclear power plant decommissioning are reviewed in this publication. Decommissioning involves the clearing up and disposal of a retired nuclear plant and its equipment of such a way as to safeguard the public from the dangers of radioactivity. Related problem areas are identified and include: (1) closure methods (discussing the options of decontamination and dismantlement, storage, and reaction of a permenent tomb); (2) high-level waste management (identifying spent fuel removal and disposal problems); (3) retired reactor disposal (citing examples of waste management systems employed in the United States and in Europe); (4) economics (providing cost estimates for major expense items); (5) savings mechanisms (proposing efforts to offset future decommissioning costs); and (6) long-term strategies (urging the need for safe disposal and decommissioning research and development programs). (ML)

ED 267 976 SE 046 498

Brenner, Mary E.
Arithmetic Achievement at Ka Na'i Pono, 1984. Results from Standardized Testing. Technical Report No. 126.
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
PUB DATE- Aug 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computation; Educational Research; Elementary Education; *Elementary School Mathematics; Geometry; *Mathematics Achievement; *Mathematics Instruction; Measurement; Primary Education; Problem Solving; *Reading Skills
IDENTIFIERS- *Hawaii; *Mathematics Education Research

Hawaiian and part-Hawaiian children in kindergarten through grade 3 were administered the Metropolitan Mathematics Instructional Test to determine their achievement level in mathematics and areas of particular strength and weakness. Only the first grade exceeded the national norms. However, the kindergarten had covered only 21% of the test topics, while the other grades had covered between 54% and 65%. For all classes, computation and geometry/measurement were the areas of greatest strength, while the concept parts of the test were the most difficult. Boys and girls had equal levels of achievement, except that boys did better on word problems in grades 1 through 3. Lower-income children had lower achievement in general, but the gap narrowed in the higher grades; the lower-income groups had superior problem-solving skills in grades 2 and 3. Reading and mathematics achievement were highly correlated, with reading most highly correlated to the non-computation parts of the test. An item analysis indicated that the children had computation, time, and money skills that exceeded their classroom instruction. (MNS)

ED 267 597 FL 015 491

Barnwell, David
The Audiolingual Tradition in Foreign Language Testing.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audiolingual Methods; *Contrastive Linguistics; *Language Proficiency; Language Research; Language Skills; Language Tests; Second Language Instruction; Structural Grammar; *Test Format; *Testing

Approaches to the testing of foreign langauge proficiency have tended to mirror prevailing philosophies in foreign language teaching, and for many years, no serious effort was made to devise oral proficiency measures. However, after World War II, structural linguistics applied to the classroom produced audiolingualism, which was a method heavily influenced by behavioral psychology. New interest in estimating the quantity of sounds and structures learned as habit led to discrete-point testing, a trend reflected in the American emphasis on standardized testing and a variety of discrete-point test formats. Audiolingualism never delivered the results its theoreticians promised, either empirically or theoretically. Contrastive analysis, while useful in examining learner errors arising from differences between languages, will not predict errors from irregularities within a language, a major source of learner problems. In addition, language points are not really discrete, and are not entirely subject to the relatively inflexible discrete-point measurement. Language proficiency is increasingly viewed as a global skill, and language testing has become more integrative. (MSE)

ED 267 656 FL 015 645

Linde, Charlotte
The Quantitative Study of Communicational Success: Politeness and Accidents in Aviation Discourse.
PUB DATE- Dec 85
NOTE- 25p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Seattle, WA, December 27-30, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accidents; Aviation Technology; Classification; *Communication (Thought Transfer); *Discourse Analysis; *Interpersonal Communication; *Interprofessional Relationship; Power Structure; *Teamwork
IDENTIFIERS- *Politeness

Part of a larger research program studying communication in the cockpit, this study investigated the occurrence of mitigation, that is, the use of linguistic forms that convey propositional content without giving offense, and its relationship to aviation accidents. The data were from flight-recorder accident transcripts containing observable degradation or failure of crew coordination that was actually or potentially critical to flight completion. Initial analysis of the data suggested several hypotheses concerning the use of mitigation, and quantitative measures were developed and validated. The findings supported the five hypotheses that: (1) requests to superiors are more mitigated; (2) requests are less mitigated in crew-recognized emergencies; (3) requests are less mitigated in crew-recognized problems; (4) topic-failed speech acts (i.e., those not followed up immediately) are more mitigated; and (5) crew suggestions unratified by the captain are more mitigated. A proposed classification of possible contexts for communication, divided according to measures for communicative effectiveness, includes four general contexts (operational, pedagogical, rhetorical, and social/relational) and a number of subcontexts for application in discourse analysis and communicative effectiveness. (MSE)

ED 267 709 HE 019 194

Moral and Ethical Development on the College Campus. A Symposium.
Bowling Green State Univ., Ohio.
PUB DATE- Dec 85
NOTE- 25p.; For related document, see HE 019 193.
AVAILABLE FROM- Bowling Green State University, Institutional Studies, Bowling Green, OH 43403.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; College Environment; College Faculty; College Role; *College Students; Conferences; Curriculum Development; Deans; *Ethical Instruction; Ethics; Faculty Development; Higher Education; *Moral Development; *Outcomes of Education; *Student Development; Teacher Attitudes; Teacher Role; Values; Values Clarification; *Values Education
IDENTIFIERS- *Bowling Green State University OH

Issues concerning student moral and ethical development during college are considered in three papers from a symposium sponsored by Bowling Green State University as part of the Academic Outcomes Project. Four major questions are addressed: the college's role in promoting students' moral and ethical development; what constitutes moral and ethical development in young adults and adults in general; the degree to which this type of development occurs among college students; and what types of collegiate experiences promote or inhibit students' moral and ethical development. After an introduction by Patricia M. King, a paper by John M. Whiteley is presented: "The Development of Values and Ethics During the College Years." Attention is directed to the Sierra Project, which is a longitudinal study of the effects of a new approach to character education, and the character development of students during college. Three ways to respond to forces that push education to specialization are proposed by Thomas Klein in "Moral Development: A Faculty Member's Perspective." Ideas for faculty development, curriculum monitoring and change, and faculty renewal are included. Finally, in "Opportunities to Promote Moral Development: A Dean's Perspective," Donald Schweingruber discusses seven steps to promote student moral development. (SW)

ED 267 737 IR 012 040

Hawkridge, David
Information Technology and Educating Adults.
PUB DATE- Sep 85
NOTE- 10p.; Paper presented at the Annual Conference of the European Bureau of Adult Education (Woburn, England, September 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Adult Education; Adult Programs; Change Strategies; *Computer Assisted Instruction; Computer Software; Educational Change; *Educational Technology; *Futures (of Society); *Information Science; Position Papers

This discussion of the use of information technology in adult education is divided into two main parts. The first asks the audience to think about ways in which adult education is being called upon to respond to the information technology revolution, and the second invites the audience to consider what adult educators should be doing up to the year 2000. Because views differ so significantly on this issue, the views are deliberately polarized into those of the optimists and those of the pessimists. The following topics are discussed: (1) teaching about the nature of information technology; (2) teaching adults to use information technology; (3) teaching scholastic and vocational subjects with the help of information technology; (4) optimists' views on future uses of information technology in adult education; (5) pessimists' views on problems involved in introducing information technology into adult education; and (6) the author's personal views on the future of information technology in adult education. (THC)

ED 267 752 IR 012 080

Electronic Collection and Dissemination of Information by Federal Agencies. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (April 29, June 26, October 18, 1985).

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 86
NOTE- 599p.
LANGUAGE- English

EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Programs; Government (Administrative Body); Government Publications; *Government Role; Hearings; *Information Dissemination; Information Retrieval; Information Science; *Information Storage; *Information Systems; *Public Agencies
IDENTIFIERS- *Congress 99th

This document provides a complete record of testimony presented at a series of hearings before the U.S. Congress on the electronic collection and dissemination of information by federal agencies. In looking at the effect of new computer and communications technology on government information activities and practices, the hearings considered such issues as the capabilities and expense of modern computerized information systems, and the consequent reevaluation of the role of government agencies in the dissemination of public information. The first day of hearings concentrated on the EDGAR (Electronic Data Gathering, Analysis, and Retrieval) system developed at the Securities and Exchange Commission. Testimony on the second day considered the proposal of the Federal Maritime Commission (FMC) to establish an automated tariff filing and information system. To explore potential conflict between the FMC and the private sector, some of the companies offering tariff automation services offered testimony. Other witnesses at the hearing represented three agencies that have developed electronic dissemination systems for press releases and other agency data--the Census Bureau, Food and Drug Administration, and Department of Agriculture. The final day of hearings focused on the National Library of Medicine's Medlars system and on the trademark automation activities of the Patent and Trademark Office. The hearings were held to review those decisions and to compare and contrast alternative approaches. (THC)

Dudt, Kurt P.; Lamberski, Richard J.

A Comprehensive Study of the Operational Problems of Higher Education Affiliated Cable Television Stations.

PUB DATE- Jan 86
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121. For a related paper, see IR 012 133.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Administrative Problems; Broadcast Reception Equipment; *Cable Television; Educational Television; Financial Problems; *Higher Education; Interviews; Questionnaires; Surveys; Video Equipment
IDENTIFIERS- AECT Research and Theory Division Meeting

This study was conducted to document and identify operational problems of college- and university-affiliated cable television stations in order to present data on problems and concerns that a college should consider before starting a cable-affiliated station. Research questions centered around four areas: organization, budget, personnel, and equipment. A questionnaire consisting of over 100 identified variables, clustered under the four primary areas of interest, was administered by telephone to 92 directors of higher education-affiliated cable stations. A total of 87 college- and university-affiliated stations were surveyed--23 private colleges and universities and 64 public institutions. Responses from directors indicated that they were concerned about: (1) inadequate funding; (2) lack of faculty and administrative support; (3) lack of equipment or maintenance relationships with the cable company; (4) administrative overload; (5) inadequate professional development opportunities; (6) student worker unreliability; (7) lack of quality equipment; and (8) inadequate physical plant. Eight recommendations are offered for higher education institutions considering developing a cable affiliated facility or improving existing facilities. A 14-item reference list completes the document. (JB)

ED 267 777 IR 012 145

House, J. Daniel; And Others
Longitudinal Curriculum Changes in Instructional Design and Educational Psychology Doctoral Programs.
PUB DATE- Jan 86
NOTE- 30p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Curriculum; *Doctoral Programs; *Educational Psychology; Factor Analysis; Graduate Study; Higher Education; *Instructional Design; *Instructional Development; *Interaction; Literature Reviews; *Program Content; Questionnaires; Research Methodology; Surveys; Tables (Data)
IDENTIFIERS- AECT Research and Theory Division Meeting

The purpose of this study was to investigate the relationships between graduate education in educational psychology and instructional design programs in view of the common interest of the two disciplines in certain content areas. Program administrators (chairpersons) of instructional design and technology programs at 22 institutions with doctoral programs in both areas were surveyed (N=44). A questionnaire was used to collect data on how frequently graduate students in one of the disciplines study topics in the other discipline, and the frequency of the study of such topics at three points in time: currently studied (1983-84); studied 5 years ago (1978-79); and projected to be studied 5 years in the future (1988-89). Information was also solicited about the contact between faculty in instructional design and educational psychology and whether these interactions were expected to increase, decrease, or remain constant over the next 5 years. An overall response rate of 64.3% was obtained. Findings indicate that while the two disciplines are moving closer to each other, this is happening in an uneven fashion with educational psychology programs incorporating more topics from instructional design programs than vice versa. Contact between faculty in the two areas has increased or remained constant; however, relatively few faculty in either program engage in collaborative research or publication with faculty from the other discipline. Suggestions for future research include measure of student exposure to a given area, a replication of this study during the 1988-89 academic year, and use of the Delphi trend forecasting technique. A list of references and two data tables are provided. (JB)

ED 267 832 JC 850 105

Yeo, David G.

Volleyball: Course Proposal.
Philadelphia Community Coll., Pa.
PUB DATE- 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; *Course Objectives; Course Organization; Two Year Colleges; *Volleyball

A proposal is presented for a Community College of Philadelphia Life Sciences and Allied Health Services course in volleyball. Following a standard cover form, a course description and statement of purpose explain that the course is designed to teach students the skills and fundamentals of team play, the rules and etiquette of the game, and the principles of basic strategy and tournament play. Next, course goals and a course outline are presented, and corresponding course-level objectives (CLO's) are identified. Finally, the CLO's, related intermediate performance objectives, learning activities, and measures of acceptable performance are presented. The four CLO's stipulate that the student will: (1) analyze the history, rules, terminology, and etiquette of volleyball; (2) analyze and perform the conditioning and warm-up activities of volleyball; (3) analyze the volleyball skills of the pass, bump, serve, set, spike, block, and dink; and (4) analyze tactics and mental skills involved in volleyball offensive and defensive strategy. A class progression outline; recommendations regarding texts, scheduling, supplies, and equipment; a final exam; an overview of rules and techniques; a self evaluation form; and a take-home exam conclude the packet. (LAL)

ED 267 846 JC 860 144

Directions 1984: State Community, Junior & Technical Colleges. Alabama's Commitment to Opportunity with Excellence.

Alabama State Dept. of Postsecondary Education, Montgomery.

PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *College Planning; Community Colleges; Educational Policy; *Educational Quality; *Policy Formation; State Colleges; *Statewide Planning; *Two Year Colleges
IDENTIFIERS- *Alabama

The report represents the objectives of Directions 1984, a comprehensive systemwide assessment and decision-making effort being undertaken by Alabama's two-year college system. Introductory material highlights the role of Alabama's two-year colleges in providing educational opportunities, explains the philosophy underpinning the Directions 1984 project, and explains how 10 task forces comprised of policymakers, the recipients of the services of two-year colleges, community and business representatives, and faculty and administrators were established to draw up a blueprint for the future of the state system. A flow chart identifying the Alabama State Board of Education members and other groups involved in the policy review and development process is provided, following which statements for each of the task forces are presented, covering previous assessment efforts, needs, and task force mission. The task forces are: (1) Administrative and Programmatic Realignments; (2) Articulation; (3) Business and Industry Council for Economic Development; (4) Futures Planning; (5) High Technology; (6) Partnerships for Excellence; (7) Postsecondary Policy Review; (8) Prison Education; (9) Professional Development; and (10) Program Assessment/Curriculum Development. A list of Alabama community, junior, and technical colleges is included. (EJV)

ED 267 933 PS 015 749

Kindergarten Handbook. For Oregon Public Schools.
Oregon State Board of Education, Salem.; Oregon State Dept. of Education, Salem.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); *Curriculum Development; Early Childhood Education; *Educational Administration; Educational Planning; Grade Repetition; *Kindergarten; Parent Participation; Program Descriptions; Program Evaluation; *Program Implementation; Public Schools; Staff Development; *State Programs; State Standards
IDENTIFIERS- Oregon

This handbook contains supportive materials related to administering, planning, and evaluating public kindergarten programs. The main contents of the handbook include information on administering a public kindergarten and planning the kindergarten curriculum. The foreword stresses that the curriculum section is not a complete design but is intended to provide resources to stimulate districts to develop programs responsive to particularized needs. Specific areas covered under administration include the following: administrative steps; staffing; staff development; parent involvement; retention; continuity between grades; self-evaluation; and program implementation. Planning the curriculum includes the following topics: the instructional program; the academic program; and state textbook requirements. Oregon state standards for public school kindergarten also are provided. (DST)

RC

ED 267 696 HE 019 164

Brill, Jay; Hartman, Rhona C.
Financial Aid and Disabled Students. 1986 Edition.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 9p.; Revision of a 1982 fact sheet prepared by Sue Bardelini and Rhona C. Hartman.
CONTRACT- 300-80-0857
GRANT- G0084C3501
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); Agency Cooperation; *College Students; *Disabilities; Federal Aid; *Financial Aid Applicants; Higher Education; Information Sources; Money Management; Need Analysis (Student Financial Aid); Nonprofit Organizations; Parent Financial Contribution; Philanthropic Foundations; *Scholarships; State Aid; *Student Financial Aid; Vocational Rehabilitation
IDENTIFIERS- College Costs; *Disability Payments; Social Security Benefits

Information about how handicapped students can pay for postsecondary education and training is provided in this fact sheet for students, parents, and professionals who assist disabled students. The financial aid system is described, with attention to the application and disbursement process and federal financial aid programs. The family contribution, the formula used to determine student need, and a financial aid package are explained, including technical words and phrases. Particular attention is given to those expenses that are considered disability-related, including suggestions on how to include them in a student budget. The roles that both the vocational rehabilitation and Social Security systems can play in providing financial support and other resources for students with disabilities are addressed, as is the necessary cooperation between vocational rehabilitation and campus financial aid offices. Additional sources of financial aid are also covered: Supplemental Security Income program; Social Security Benefits; Talent Search, Educational Opportunity, and Special Services for Disadvantaged Students programs; state programs; and private scholarships. Included are a list of organizations offering scholarships, selected annotated resources, and a Pre-College Financial Checklist. (SW)

ED 267 875 JC 860 179

Belcher, Marcia
Cumulative Grade Point Average and CLAST Performance for Fall 1984 Test Takers. Research Report No. 85-09.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- Feb 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Community Colleges; *Grade Point Average; Group Testing; *Minimum Competency Testing; *Predictive Measurement; Predictive Validity; Test Results; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Level Academic Skills Test

A study was conducted at Miami-Dade Community College (MDCC) to provide data on the relationship of cumulative grade point average (GPA) and College-Level Academic Skills Test (CLAST) performance. Because Florida community college students must be eligible for graduation in order to take the CLAST, the study focused mainly on MDCC students with GPA's of 2.0 or higher. Study results included the following: (1) students with cumulative GPA's of 3.0 or better had passing rates of 90% or higher on each area of the CLAST except the essay; (2) as cumulative GPA decreased, so did passing rates and the proportion of students passing all four parts of the CLAST; (3) for students with GPA's of 3.5 or better, the only section of the CLAST that kept 10% from an Associate in Arts degree was the essay; (4) students with GPA's lower than 3.0 had less than a 70% chance of passing all four test sections; and (5) for students taking the CLAST in fall 1984, correlations between GPA and CLAST scores ranged from a collegewide high of .48 for GPA and computation to a low of .34 for GPA and the essay. Based on study findings, it was concluded that cumulative GPA can predict CLAST performance although attainment of a GPA of 2.0 or better was not a sufficient indicator of basic skills competence as measured by CLAST. (LAL)

ED 267 919 PS 015 719

Musun-Baskett, Linda
Agreement between Different Sociometric Strategies with Preschool Children.
PUB DATE- 19 Mar 86
NOTE- 20p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Interpersonal Relationship; *Peer Acceptance; *Peer Evaluation; Peer Relationship; Photographs; *Social Behavior; *Sociometric Techniques; *Young Children
IDENTIFIERS- *Popularity; Sociometric Status

This study compared different strategies for computing sociometric status to determine the extent to which they agree. It is argued that, if the different strategies lead to significant differences in whether a child is classified as popular or unpopular, then the technique for computing social acceptance would be an important issue in interpreting studies of social skills and in clinical assessment. Only strategies using nomination or rating scale approaches were included because these have been most widely used with young children. Using photographs of their classmates, children ages 4 to 6 completed both a nomination and a rating sociometric task. Several strategies were then employed to compute sociometric rankings. In addition, teachers were asked to predict how children would be ranked by their peers. Children were ranked into either three categories (popular, unpopular, or middle) or four categories (popular, neglected, rejected, or middle) sociometric groups depending on the strategy employed. Kappa coefficients and percentages of agreement were then computed between the groupings yielded by the different strategies. While most of the kappa coefficients indicated agreement greater than chance, most of the actual percentages of agreement were below 50. This indicated that, at least for young children, which sociometric strategy is used may make a difference in how popular a child is judged to be. The report suggests that these findings imply that comparisons between studies using different strategies for computing peer acceptance must proceed with caution. (Author/DST)

ED 267 613 FL 015 558

Delpit, Lisa D.
Seeing with Our Own Eyes, Speaking in Our Own Voices: An Experiment in Language, Culture and Education in Papua New Guinea. Discussion Draft.
PUB DATE- Feb 85
NOTE- 50p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Experimental Programs; *Folk Culture; Foreign Countries; Language Maintenance; *Language of Instruction; Literacy Education; *Native Language Instruction; Official Languages; *Pidgins; Primary Education; Program Descriptions; *School Entrance Age
IDENTIFIERS- *Papua New Guinea

A recently implemented program in a decentralized provincial district of Papua New Guinea delays the entry of children into English-medium primary school for two years, during which time the children are taught literacy in a village-based school in their indigenous language, a pidgin, with the local customs and culture as the basis of the curriculum. The teachers are individuals chosen by the villagers themselves as representative of the village values. These teachers are given a short teacher training course. The plan was introduced in response to public pressure and the work of university students. The program is significant in four ways: (1) its conception and development at the local level; (2) the fact that it exists at all in a multilingual, newly-emerging nation with limited resources; (3) its acknowledgment that cultural differences need not be politically divisive, but with support, can promote good relations throughout the country; and (4) its resolution of the debate over native languages versus the colonial language as the medium of instruction, with neither being sacrificed for the sake of the other. Four pages of references conclude the document. (MSE)

ED 267 628 FL 015 580

Long, Donna Reseigh
Listening: What's Really Going on in the Classroom?
PUB DATE- 86
NOTE- 11p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advance Organizers; *Class Activities; Classroom Techniques; Instructional Materials; Language Research; *Listening Comprehension; *Listening Skills; Second Language Instruction; *Skill Development

Although listening comprehension has been identified as the first and most important foreign language skill, research has shown that little class time is devoted to developing more than very basic listening skills. Early practice in listening in a foreign language helps to develop both language skills and confidence in communicating in the target language. The objective of instruction for listening comprehension should be to help students overcome the tendency to panic over lost portions of a message and to get the main idea. One way to increase listening effectiveness is to provide students with advance information about what they will be hearing, such as simple introductory statements, background information, key vocabulary, excerpts, and comprehension questions. Class activities can be geared toward developing listening skills when they are followed by comprehension questions. Some such activities are: presentations by the teacher or guest speakers, an audio-motor unit using a set of taped statements that the teacher and then the students pantomime, and show-and-tell and its variations. Students can also be encouraged to develop their skill by being taught appropriate ways of asking questions, especially when the input begins to become incomprehensible. Because commercially prepared materials accompanying texts do not generally address listening skills, it is the teachers' responsibility to do so. (MSE)

ED 267 642 FL 015 619

Beyer, Thomas R., Jr.

Toward Further Discussion: Equality in the High School Foreign Language Classroom.

PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Computer Assisted Instruction; *Curriculum Development; *Educational Objectives; Educational Technology; *Instructional Improvement; *Language Proficiency; Secondary Education; Second Language Instruction; Teacher Role; Technological Advancement
IDENTIFIERS- College Board

The College Board's recent report on academic preparation for college calls for foreign language proficiencies to be developed in secondary education. The needed proficiencies are outlined more specifically in a special booklet that also offers teachers practical suggestions for achieving them. The process of integrating language proficiency goals into the curriculum will require that teachers re-examine the issues of functions, tasks, content, and accuracy to ensure their appropriateness. Teachers will have to provide students with the tools, such as grammar and vocabulary, to deal with authentic language, and will have to expand students' linguistic environments through instructional materials and technology, some of which has already been available for a long time and some of which is new. The College Board is attempting to draw in teachers, administrators, and others to focus on the need for foreign language proficiency and the means of developing it in the classroom. (MSE)

ED 267 670 HE 019 121

Modern Language Association Statement on the Use of Part-Time Faculty.

Modern Language Association of America, New York, N.Y.

PUB DATE- 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Planning; College Second Language Programs; Employment Practices; English Departments; *Faculty College Relationship; Guidelines; Higher Education; Needs Assessment; *Part Time Faculty; *Personnel Policy; Position Papers; Professional Associations; *Teaching Conditions; Work Environment
IDENTIFIERS- *Modern Language Association

Guidelines for the employment of part-time college teachers are offered by the Modern Language Association. It is suggested that each department should develop a long-range plan that clarifies the use of both temporary and permanent part-time teachers in terms of departmental needs and goals. If there is a recurrent need for part-time teachers, departments should consider establishing a cadre of permanent part-timers who receive appropriate fringe benefits and incentives that foster professional development. It is important to treat part-time teachers as professionals. They should be hired and reviewed according to processes comparable to those for full-time faculty. In addition to having mailboxes, office space, and clerical support, they should receive an adequate introduction to their teaching assignments, departments, and institutions. Their salary should be pro-rated or should reflect their teaching duties, and extra assigned duties should be paid by stipends. In some cases, part-timers should be able to participate in departmental policymaking and planning for courses they teach.

Colleges are advised that unplanned, excessive use of part-timers exacerbates administrative difficulties, invites student dissatisfaction, and threatens the quality of education. (SW)

ED 267 683 HE 019 151

Clark, Burton R., Ed.

Perspectives on Higher Education: Eight Disciplinary and Comparative Views. Papers presented at the Summer Seminar (University of California, Los Angeles, California 1982).

REPORT NO.- ISBN-0-520-05151-3

PUB DATE- 84

NOTE- 281p.

AVAILABLE FROM- University of California Press, 1095 Essex Street, Richmond, CA 94801.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Comparative Education; *Cultural Influences; *Economic Factors; Educational Finance; *Educational History; Educational Policy; Government School Relationship; *Higher Education; Organizational Objectives; *Political Influences; Private Colleges; Public Policy; State Colleges

IDENTIFIERS- Europe; Japan; United Kingdom; United States

Eight perspectives on higher education are provided in essays based on papers presented at a 1982 seminar. The historical perspective is provided by Harold Perkin with attention to turning points in higher education in Europe, Japan, and the United States. Maurice Kogan considers the political view and specifically intrainstitutional issues, the college and the state, and national politics of higher education, with the United Kingdom as illustration. Gareth Williams considers the economic approach, including the rise and fall of human capital theory, educational finance, policy, and change. Burton R. Clark provides an organizational view on the various memberships of academics (e.g., discipline, college); coordination of disciplines and enterprises at state, regional, and national levels; and change. Martin A. Trow considers stratification of higher education and trends in government-university relations in Australia. The cultural view is provided by Tony Becher, with attention to institutions, roles and functions, and intellectual arenas. Cultural analysis of higher education is assessed. Simon Schwartzman focuses on historical developments in scientific research and higher education, policy implications, and science in Latin America. Ladislav Cerych provides a policy perspective and compares case studies of specific reforms in Europe. An introduction and conclusion are provided by Burton R. Clark. A list of conference participants and an index are provided. (SW)

ED 267 724 HE 019 209

The Importance and Impact of Three Significant Political Decisions upon Higher Education in Tennessee.

Tennessee Higher Education Commission, Nashville.

REPORT NO.- CB50-YW184
PUB DATE- 83
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; *Decision Making; Educational Policy; *Governing Boards; *Higher Education; Medical Schools; *Political Influences; Power Structure; Public Policy; *State Boards of Education; State Colleges; State Legislation; *Statewide Planning; Trustees
IDENTIFIERS- East Tennessee State University Medical School; *Tennessee; Tennessee Higher Education Commission

Three key political decisions made in Tennessee higher education that have brought about major changes in structure and have implications for the future are discussed. The decisions are:

creation of the Tennessee Higher Education Commission (THEC) in 1967, the creation of the State Board of Regents (SBR) in 1972, and the establishment of the second publicly-supported medical school in 1974. In examining the decisions, it is important to consider where the political power structure existed prior to the decisions and the source of that power. The THEC is a coordinating board consisting of nine lay board members appointed by the Governor and representing each congressional district. They coordinate the state-supported universities, community colleges, and technical institutes. The SBR is a lay board consisting of 11 public members appointed by the Governor and four ex-officio members and is responsible for the operation of 6 universities and 10 community colleges. The second medical school is part of East Tennessee State University in Johnson City, Tennessee, and its primary emphasis is on training family practice physicians to practice in underserved areas of the state. The history of these three developments is detailed in the report's three chapters. Policy statements and the text of state legislation concerning these decisions are appended. (SW)

ED 267 803   IR 051 464

Information and Productivity--Implications for Education and Training. Report of a Joint UK/US Seminar (1st Cranfield, England, July 27-30, 1984).

British Library, London (England). Research and Development Dept.; National Commission on Libraries and Information Science, Washington, D. C.

SPONS. AGENCY- British Library Board, London (England).

REPORT NO.- ISBN-0-7123-3055-0

PUB DATE- Jul 84

NOTE- 30p.

AVAILABLE FROM- Publications, British Library Research and Development Department, 2 Sheraton Street, London, England, W1V 4BH; National Commission on Libraries and Information Science, General Services Administration Building, 7th and D Streets, SW, Suite 3122, Washington, DC 20024 (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Foreign Countries; Foreign Policy; *Information Science; *International Cooperation; *Library Education; National Libraries; *Productivity; *Professional Education; Seminars

IDENTIFIERS- Access to Information; Information Management; *Information Policy; United Kingdom; United States

A small group of top-level experts on information and productivity and other key decision makers met to discuss information and productivity and its implications for education. The meeting was the first in a proposed series of bilateral meetings between individuals in the library/information field in the United States (US) and the United Kingdom (UK). The 19 invited participants were selected for their expertise in the area of productivity, primarily in research and information policy. Two overview papers were presented, providing a summary of research, issues for discussion, and descriptions of the key agencies and organizations involved. Participants then took part in a series of discussions concentrating on four themes: (1) access to information; (2) technology, innovation, and productivity; (3) management of information; and (4) national and international information policies. The document includes background information on the seminar; an executive summary; a description of the seminar structure; a summary of the debate with emphasis on consciousness-raising, education and training, and research and development; and recommendations for future action. Appendices provide a copy of the agenda, a list of the participants from both countries, references, and an outline of the issue topics that were addressed. (THC)

Murgai, Sarla R.
Future Challenges in Library Science.
PUB DATE- 25 Oct 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Georgia Library Association (Augusta, GA, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Decision Making; Information Networks; *Information Science; Information Scientists; *Information Services; *Linking Agents; *Online Systems; Position Papers; Technological Advancement

This paper considers a number of potential developments for the future of library science and the roles of information professionals. Among the projections are: (1) the use of computers and management science operations research methodologies will form the basis of decision making in libraries in the future; (2) a concerted effort will be made to emphasize quality more than quantity to replace the present "economy oriented formulae" with performance based formulae; (3) information services will be more expensive; (4) specialists will tend to bypass middlemen; (5) there will be greater cooperation between the producers and the consumers of information; and (6) computers will enable library administrators to develop a better understanding and appreciation of information services among legislators, higher education commissioners, and private benefactors to procure adequate funding. (Author/THC)

Dziech, Billie Wright, Ed.
Controversies and Decision Making in Difficult Economic Times. New Directions for Community Colleges, Number 53.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-87589-707-X
PUB DATE- Mar 86
NOTE- 114p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Administration; College Planning; *Community Colleges; Educational Finance; Educational Quality; Financial Problems; *Open Enrollment; *Part Time Faculty; *Retrenchment; Salary Wage Differentials; *Teacher Salaries; Two Year Colleges

The essays in this collection provide contrasting points of view on a number of community college issues that have become more pressing during periods of economic constraint. The volume contains: (1) "Part-Time Faculty: The Value of the Resource," by William R. C. Munsey; (2) "Part-Time Faculty, Full-Time Problems," by David Hartleb and William Vilter; (3) "Part-Time Faculty: Nemesis or Savior?" by George B. Vaughan; (4) "The Fading Vision of the Open Door," by Marc A. Nigliazzo; (5) "Keeping the Open Door Open," by William E. Demaree; (6) "Student Enrollment: Ways to Maintain the Commitment," by Gustavo A. Mellander; (7) "Maintaining Commitment to Quality Education," by John M. McGuire and Eldon Miller; (8) "Weak Programs: The Place to Cut," by Ronald J. Temple; (9) "Preserving and Enhancing Quality through Effective Program Evaluation," by Al Smith; (10) "If You're So Smart, Why Aren't You Rich?" by Phyllis Woloshin; (11) "Competing with the Marketplace: The Need to Pay Some Faculty More," by Thomas E. Wagner; (12) "New Approaches to Faculty Compensation," by James L. Wattenbarger; and (13) "Sources and Information: Decision Making in Hard Economic Times," by Jim Palmer. (LAL)

Salary Survey Report for the Illinois Public Community Colleges, Fall 1985.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; *Compensation (Remuneration); Contract Salaries; Full Time Faculty; Part Time Faculty; *Salaries; *School Personnel; State Surveys; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

This report contains salary data for the Illinois public community colleges. Data are provided on faculty and administrative salaries for fiscal year 1986 (FY86); base salaries for full-time faculty on 9- and 12-month contracts; total FY85 full-time faculty salaries; FY86 part-time faculty salary rates and full-time faculty overload and summer term rates; salaries based on FY86 salary schedules for full-time faculty with a master's degree; institutional policies related to faculty salaries and faculty contracts; contractual base salaries for adminstrative staff and other professional staff; salaries paid to selected administrators; monthly classified staff salaries; fringe benefits for full-time employees; and mean percentage salary increases for faculty, other professional staff, administrative staff, and classified staff. Highlighted survey findings include the following: (1) the median salary for faculty with 9-month contracts was $28,746 and for faculty with 12-month contracts was $28,947; (2) part-time faculty salary rates averaged $283 per class during FY86; (3) the median administrator salary was $36,203; and (4) the statewide weighted mean percentage salary increases were 6.2% for administrative staff, 6.3% for other professional staff, 6.1% for faculty, and 6.8% for classified staff. (LAL)

ED 267 890 PS 015 628

Grass Roots Networking for Primary Education: Case Studies: Thailand, Sri Lanka, Philippines, Japan.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85

NOTE- 47p.

AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017 (No price quoted).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; *Delivery Systems; *Educational Cooperation; *Educational Improvement; *Educational Resources; Foreign Countries; *Inservice Teacher Education; Primary Education

IDENTIFIERS- Japan; *Networking; Philippines; Sri Lanka; Thailand

This monograph describes inter-institutional network structures in Thailand, Sri Lanka, Japan, and the Philippines which were implemented to improve educational delivery systems at the primary level. Chapter 1, an overview, discusses the similarities and differences in three examples of networks in Thailand, Sri Lanka, and the Philippines. In the overview, comparisons are made with regard to six aspects of the programs: (1) background and rationale of the network structures; (2) objectives; (3) organizational structure; (4) linkages; (5) monitoring and evaluation; and (6) the innovations effected by the networks. Chapters 2, 3, and 4 respectively, describe Thailand's school cluster/educational resource center system, the Philippines' system of delivering teacher training through school learning action cells, and Sri Lanka's cluster school project. Chapter 5 briefly describes Japan's

teacher-opperated interinstitutional network, an approach to in-service teacher development involving teacher study circles. (RH)

ED 267 905 PS 015 697

Pramling, Ingrid
A Pedagogical Bridge between Pre-School and Primary School.
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- Sep 85
NOTE- 12p.; Paper presented at the Educational Research Workshop on Child Development at Primary School (Madrid, Spain, September 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Concept Formation; *Developmental Continuity; *Early Childhood Education; Educational Practices; Foreign Countries; *Metacognition; Preschool Education; Primary Education; Student Attitudes; Teacher Attitudes; *Young Children
IDENTIFIERS- *Sweden

This paper offers examples of how the preschool child's and teacher's perceptions of activities differ and indicates consequences for children when such differences are not considered. Additionally, findings of related research are reported. It is pointed out that such examples could have implications for the content of the preschool and primary school curriculum, and that the risk of problems in school is increased if the child does not understand the assumptions about learning made by adults. Although school-like activities are increasingly found in the preschool, preschool teaching needs to be structured differently from that in the traditional school. Further, such structuring can be accomplished if adults thematize and make problematic in a goal-directed way certain aspects of the child's everyday life in order to give the child a chance to think in the context of challenging activities. Teaching at preschool and primary stages of schooling should begin with and have as a goal, the child's thinking. (RH)

ED 267 948 RC 015 674

Rowles, Graham D.; And Others
The Elderly of Appalachia. Appalachian Data Bank Report #3.
Kentucky Univ., Lexington. Appalachian Center.; Kentucky Univ., Lexington. Multidisciplinary Center of Gerontology.
SPONS. AGENCY- Chessie System, Cleveland, OH.
PUB DATE- Mar 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Delivery Systems; *Disadvantaged; Family Structure; Income; Life Style; Nursing Homes; *Older Adults; *Poverty; Poverty Areas; Rural Population; Services; Social Structure; Telephone Communications Systems; Transportation
IDENTIFIERS- *Appalachia (Central); *Appalachia (South); Isolation (Geographic)

Analysis of 1980 census data reveals that elderly people (age 65 and over) living in Central and Southern Appalachia suffer more inferior life circumstances than the elderly population in the nation as a whole, falling well below national averages in terms of income, access to transportation, availability of telephones, and presence of resources such as long-term care facilities. While the proportion of elderly population is lower than the national average, well over 25% of the elderly in these subregions live below the national poverty level. This compares with 15% nationwide. Poverty and isolation are exacerbated by problems with transportation and communication, with over 13% of the elderly households in Central Appalachia lacking a telephone. Provision of appropriate supportive intervention is difficult as population thresholds are frequently too low to economically justify providing services and the remote locations of those in need make access extremely costly. There may be features of Appalachian family organization, culture, and lifestyle that compensate for "objective" disadvantages. When planning programs to deal with Appalachia's elderly, care should be taken not to jeopardize these strengths. (Author/NEC)

Linn, Marcia C.
Science Curriculum Design: Views from a Psychological Framework.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 84
NOTE- 73p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 28-30, 1984) and at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
GRANT- SED-81-12631
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; Concept Formation; *Curriculum Design; Curriculum Development; *Psychological Studies; *Science Curriculum; Science Education; *Science Instruction
IDENTIFIERS- *Misconceptions; National Science Foundation; Science Education Research

It is now almost universally acknowledged that science education must be rejuvenated to serve the needs of American society. An emerging science of science education based on recent advances in psychological research could make this rejuvenation dramatic. Four aspects of psychological research relevant to science curriculum design are discussed: (1) the state of the reasoner; (2) the mechanisms governing change in reasoning; (3) the delivery of instruction; and (4) the equity of educational outcomes. Taken together, this research suggests that science instruction can and should produce a larger number of citizens and scientists who understand some of the phenomena which contribute to scientific creativity and insight and who know how to add to their scientific knowledge autonomously. Instruction which emphasizes discovery of new ideas, which helps learners gain feedback about their ideas, and which encourages them to assess their own ideas is likely to result in citizens who continue to learn in the future. A 12-page bibliography is appended. Author/LR)

ED 267 977 SE 046 499

Anderson, John R.; And Others
Cognitive Modelling and Intelligent Tutoring.
Carnegie-Mellon Univ., Pittsburgh, Pa.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 13 Mar 86
NOTE- 70p.
GRANT- IST-8318629; MDA-903-85-K-0343; MDR-8470337; N00014-84-K-0064
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Artificial Intelligence; *Cognitive Psychology; *Cognitive Structures; Computer Assisted Instruction; Educational Research; Geometry; Man Machine Systems; *Models; Psychological Studies; Skill Analysis; *Tutoring
IDENTIFIERS- Mathematics Education Research

Research on intelligent tutoring seeks to develop systems for automating education and to explore epistemological issues concerning the nature of the knowledge presented by tutors and how that knowledge can be learned. The ACT theory of skill acquisition and its successor (PUPS--PenUltimate Production System) provides production-system models of the acquisition of skills such as LISP programming, geometry theorem-proving, and solving of algebraic equations. The three major sections of the document discuss: (1) the cognitive theory that serves as the basis for the tutoring endeavors, (2) the model-tracing methodology and how it derives from the cognitive theory, and (3) issues that arise in implementing the methodology. Knowledge begins in declarative form and is used by analogical processes to solve specific problems. Domain-specific productions are compiled from the traces of these problem solutions. The model-tracing methodology has been developed as a means of displaying this cognitive theory in intelligent tutoring. Implementation of the methodology involves developing a student model, a pedagogical module, and an interface. Work on tutoring and on skill acquisition have proven to be symbiotic -- each has furthered the other's development. (Author/MNS)

ED 267 598 FL 015 500

Yeh, Teh-ming

Psycholinguistic Interference of Characters in Reading Chinese.

PUB DATE- 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 29-December 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cerebral Dominance; *Chinese; *Ideography; Language Processing; Learning Processes; *Neurological Organization; *Pattern Recognition; Phonetics; Psycholinguistics; *Reading Comprehension; *Recall (Psychology)

According to recent neurolinguistic theories and research, language and other analytic functions are located on the left side of the brain, while spatial and configurational abilities are located on the right side. However, there is some evidence that while learning a language requires the use of both hemispheres of the brain, the right hemisphere dominates in the ability to memorize Chinese characters. Several studies suggest that Chinese characters do not go through an initial process of phonetic recognition before being fully recognized, as may be the case with English writing. Instead they are interpreted directly for meaning, as pictures are, so that Chinese is often easier to recall than English. (Author/MSE)

ED 267 657 FL 015 646

Crago, Martha; Annahatak, Betsy

Evaluation of Minority-Language Children by Native Speakers.

PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Speech-Language and Hearing Association (Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Canada Natives; *Children; Diagnostic Tests; *Eskimos; *Evaluation Methods; Foreign Countries; Language Handicaps; Language Skills; *Minority Groups; Native Speakers; Second Language Learning; Test Reliability; Test Validity
IDENTIFIERS- *Inuktitut; Quebec

In an effort to develop non-biased assessment techniques for the native languages of native Canadians, and to facilitate identification and intervention for language disorders among native children, the ratings of children's Inuktitut language samples by an untrained Inuit teacher were compared with length complexity data derived by linguistic analysis of the same samples. The language samples were taken of 16 Inuit children between the ages of 5 and 12.6 years. The results indicated that the teacher was able to rank the language samples according to language level as effectively as the linguistic analysis could, suggesting that experienced native teachers with no specific training can be valuable adjuncts to professionals in assessing minority-language children. (MSE)

ED 267 710 HE 019 195

Counselor's Handbook. A Federal Student Aid Reference, Part 1.
Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 86
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Students; Dependents; *Eligibility; *Federal Aid; *Financial Aid Applicants; Grants; Guidelines; Higher Education; Information Sources; Loan Repayment; Records (Forms); Self Supporting Students; *Student Financial Aid; *Student Financial Aid Officers; *Student Loan Programs; Student Records; Work Study Programs
IDENTIFIERS- *Application Forms; College Work Study Program; Guaranteed Student Loan Program; Loan Default; National Direct Student Loan Program; Parent Loans for Undergraduate Students; Pell Grant Program; Supplemental Educational Opportunity Grants

Information on federal student financial aid is provided for counselors. Step-by-step instructions on how to complete the federal application are provided, and application procedures that must be followed in these special circumstances are described: dependent students, independent students, national disaster area asset adjustment, and correcting the application. The following federal student aid programs administered by the United States Department of Education are covered: Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study program, National Direct Student Loans, Guaranteed Student Loans (GSL), and Parent Loans for Undergraduate Students (PLUS). Information is included on loan repayment, deferment, and default for each program. Appendices provide important deadline dates, addresses, phone numbers, and a listing of publications dealing with financial aid. Citizenship requirements for receiving federal aid from the Department of Education are also explained, and a list of state agencies providing information on GSL and PLUS loans and state student aid is included. Included are form 1 and 2 of the Application for Federal Student Aid, as well as a glossary. (SW)

ED 267 738 IR 012 044

Solomon, Sally; And Others
The Drexel Chemistry Experience. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-5
PUB DATE- May 85
NOTE- 24p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chemistry; *Computer Assisted Instruction; *Computer Software; Higher Education; Instructional Materials; *Microcomputers; Program Descriptions; *Science Instruction; Teaching Methods
IDENTIFIERS- *Apple Macintosh; *Drexel University PA

The requirement that all Drexel University students purchase a Macintosh personal computer has had a strong impact on teaching methods throughout the university. The chemistry department now views the computer as a device that is ready to take its place beside other more traditional pedagogical tools. This document describes some of the numerous ways in which the Drexel chemistry department has contributed to the university-wide effort to develop computer-aided instructional materials. The software described includes an authoring system designed to create highly interactive tutorial lessons; other specialized materials allow the construction of molecular models, assignment of stereochemical designations, and study of the data and trends in an electronic periodic table. Chemistry department members' efforts to use the Macintosh in virtually every area of chemical education include laboratory, self-study, and simulation projects. For each project, the required hardware and software are mentioned, as well as the individuals primarily responsible for the concepts. (Author/THC)

ED 267 753 IR 012 121

Simonson, Michael R., Ed.; And Others

Proceedings of Selected Research Paper Presentations at the 1986 Convention of the Association for Educational Communications and Technology and Sponsored by the Research and Theory Division (Las Vegas, NV, January 16-21, 1986).

Association for Educational Communications and Technology, Washington, D.C.

PUB DATE- Jan 86
NOTE- 848p.; For individual papers, see IR 012 122-168. For an earlier proceedings, see ED 256 301.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; *Computer Assisted Instruction; Educational Media; *Educational Technology; Educational Television; *Instructional Design; Instructional Development; Intermode Differences; Learning Strategies; *Media Research; *Microcomputers; Programing Languages; Research Methodology; Teaching Methods; Visual Learning
IDENTIFIERS- AECT Research and Theory Division Meeting; Interactive Video; LOGO Programing Language; Media Characteristics

Current issues in educational communications and technology are addressed in this collection of 47 papers, in which research reports dominate. Topics discussed include factors related to the learner, e.g., problem-solving skills, motivation, comparison of instructional design strategies, effects of organizational cues and text layouts, and learning strategies. Several papers examine innovative educational media such as interactive video, electronic mail, teletraining, computer-assisted instruction, computer-generated text, simulations, and microcomputers. Additional papers discuss the use of cable television in higher education, noncommercial FM radio stations, instructional television services, use of bulletin boards and electronic mail in distance education, evaluation of media support services, user attitudes toward computers, and effects of Logo instruction. References and data tables are included with many papers. Cumulative indexes of authors and descriptors covering the first eight volumes of conference proceedings (1979-1986) for the Research and Theory Division of the Association for Educational Communications and Technology are included. (JB)

ED 267 765 IR 012 133

Dudt, Kurt P.; Lamberski, Richard J.
A Methodology in Studying Higher Education Affiliated Cable Television Stations.
PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121. For a related paper, see IR 012 132.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Organization; Administrative Problems; *Cable Television; Educational Television; Financial Problems; *Higher Education; Literature Reviews; Questionnaires; *Research Methodology; Surveys; Video Equipment
IDENTIFIERS- AECT Research and Theory Division Meeting

The purpose of this paper is to present a developed, methodological approach for the study of cable television stations affiliated with higher education institutions, and also to present significant findings detailing the operational problems of higher education-affiliated cable television stations. Based on a literature search which identified over 100 variables, four critical areas of concern for higher education-affiliated cable television stations were selected: organization; budget; personnel; and equipment. A questionnaire which addressed these areas was administered via telephone to 92 directors or chief executives of college- and university-affiliated cable stations. Data analysis of 87 completed interviews identified the following trends and problems: (1) inadequate equipment and personnel funding by most colleges and universities; (2) lack of financial commitment from cable companies; (3) lack of sufficient release time for station directors; (4) dependence upon student assistants; (5) inadequate professional development opportunities; (6) overutilization and insufficient stock of equipment; (7) lack of adequate physical plant; and (8) little or no strategic planning for equipment update. A list of references and sample questionnaire complete the document. (JB)

ED 267 790 IR 012 158

Rossett, Allison
What Your Professor Never Told You about the Mundane Practice of Instructional Design.
PUB DATE- Jan 86
NOTE- 8p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; Computer Assisted Instruction; Graduate Study; Higher Education; *Industrial Training; *Instructional Design; Instructional Development; *Management Development; Models; *Surveys; *Trainers
IDENTIFIERS- AECT Research and Theory Division Meeting

While graduate programs in instructional design provide education in communications theory, media research, information systems, motivation theory, and behavioral and cognitive psychology, practice in the field often reflects a more pragmatic approach. In October 1985, Training Magazine surveyed thousands of training professionals responsible for instructional development in business and industry. Results indicate that, although half of respondents did employ some method of writing objectives and conducting evaluation, the percentages of affirmative answers to the following questions were for: (1) write objectives in behavioral terms (60%); (2) assess entry level skills and knowledge (64%); (3) base media and method decisions on objectives (78%); (4) test programs as they are developed (65%); (5) evaluate the effectiveness of programs (65%); and (6) use feedback and test performance to revise (87%). Seventeen percent agreed with the statement "Our organization is too small to justify the processes and procedures implied by the above items," and 29% said yes to "Our management would never stand still for the time necessary to follow the processes and procedures implied by the above items." Results also indicate that only 27% of respondents reported using computer-based training or instruction, and just under 12% reported hooking a computer to a video or videodisc player to deliver training. It is concluded that graduate educators have a responsibility to do more than respond to the field, and they are encouraged to define it through research and development and model it through the graduates they produce. A list of references is provided. (JB)

ED 267 833 JC 860 095

Delaware Technical and Community College Annual Reports, Fiscal Years 1983, 1984, and 1985.

Delaware Technical and Community Coll., Dover.

PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; College Instruction; College Planning; *College Programs; Community Colleges; Continuing Education; Educational Administration; Educational Facilities Improvement; *Educational Trends; *Financial Problems; Multicampus Colleges; *Organizational Objectives; Salaries; Self Evaluation (Groups); Student Personnel Services; Two Year Colleges

These annual reports of Delaware Technical and Community College (DTCC) present information on the accomplishments of each of the DTCC campuses for fiscal years (FY) 1983 through 1985. Each report contains a departmental overview, an organizational chart, a statement of objectives for all divisions, lists of the year's accomplishments by division for each of the three campuses, and statements of the problems facing each campus. Issues highlighted in the overview statements include the following: (1) in FY 1983, DTCC was underappropriated $117,000 in salary funds to meet the demands of a mandated 7% salary increase, and was therefore unable to accommodate student enrollment; (2) in FY 1984, lack of funding continued to limit DTCC with respect to technology expansion, acquisition of modern equipment and maintenance of existing equipment, expansion and improvement of physical facilities, and equalization of salaries; and (3) in FY 1985, DTCC began to retain tuition which had formerly been remitted to the State General Fund, affording the college greater flexibility in the operations of technical programs, and allowing the implementation of the first half of a salary equity request to improve entry salaries. (EJV)

ED 267 876 JC 860 180

Morris, Cathy; Baldwin, Anne

Survey of Placement Offices in Florida Community Colleges. Research Report No. 85-16.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Apr 85

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Ancillary School Services; *Community Colleges; *Employment Services; *Job Placement; State Surveys; *Student Personnel Workers; Two Year Colleges

IDENTIFIERS- *Florida

In 1985, Miami-Dade Community College conducted a survey of Florida's community colleges to gather information about the colleges' placement offices. All 27 colleges were contacted by phone, and a series of brief questions were asked of the individual responsible for placement. Survey findings included the following: (1) 74% of the colleges had formal placement offices; (2) Job Services of Florida helped place the students at three of the seven schools that did not have placement offices; (3) 70% of the placement offices reported to the Student Services area; (4) only 25% of the offices had an individual dedicated to job development; (5) of the schools with a high volume of Associate in Science degree graduates, only one did not have a job developer as part of the staff; (6) in 70% of the schools with placement offices, both the placement office and the vocational education department were doing placement activities and made their information available to each other; and (7) among the placement innovations highlighted by the respondents were targeted mass mailings to graduation applicants and employers, resume files matched against job files with computerized updates of both, full-time job developers, the use of alumni networks, and early targeting and help for disadvantaged students. (LAL)

ED 267 934 RC 015 410

Begay, Shirley M.; Spencer, Horace
Hooghan Baahane' = A Book about the Hogan. Revised Edition.
Rough Rock Demonstration School, AZ. Navajo Curriculum Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

REPORT NO.- ISBN-0-936008-03-2
PUB DATE- Jun 82
NOTE- 44p.
AVAILABLE FROM- Curriculum Center, Rough Rock Demonstration School, Rough Rock, AZ 86503 ($2.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indians; *Cultural Awareness; Cultural Background; Cultural Education; Elementary Education; *Home Furnishings; *Housing; *Illustrations; Instructional Materials; Navajo; *Resource Materials; Social Studies; Tribes; Units of Study
IDENTIFIERS- *Navajo (Nation)

The hogan (home) represents a focal point in Navajo thought and life as the physical site where parental instruction occurs and as a symbol of ideal values. This text presents, very simply, the various types of hogans and hogan contents with information on their cultural meaning and the Navajo and English terminology for each item. While emphasizing oral and written language skills, the book is more generally aimed at teaching cultural concepts and values which reflect the importance of family and clan ties and the concept of right and respectful relations with others and nature. The 16 pages of illustrations and graphics are large and geared toward children in the lower primary grades, although the text may be used throughout the elementary grades and as an informational supplement for teachers at all levels of instruction. As an adjunct activity, illustrations can be photocopied and colored, painted, or otherwise elaborated by students. While this book is written primarily for Navajo students, it can be used successfully as an addition to a multicultural curriculum when studying variation in human habitation, family organization, residence patterns, and home life. A bibliography cites five additional references. (Author/NEC)

ED 267 643 FL 015 622

Brown, Eric, Comp.
CALL and the Man/Machine Interface. Proceedings of the Annual Computer-Assisted Language Learning (CALL) Workshop (4th, London, England, 1985). CALL Report 4.
Centre for Information on Language Teaching, London (England).
PUB DATE- 86
NOTE- 67p.
AVAILABLE FROM- CILT, Regent's College, Inner Circle, Regent's Park, London NWI 4NS, England (1.70 British pounds plus .30 British pounds postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Artificial Intelligence; *Classroom Techniques; *Computer Assisted Instruction; *Courseware; Difficulty Level; Educational Research; *Material Development; Nonverbal Communication; Program Development; Programed Instructional Materials; *Research Projects; Second Language Learning; Teacher Role; Teaching Methods; Videodisc Recordings

The proceedings of the workshop on the interface between humans and machines in computer-assisted language learning (CALL) include the texts of four papers, descriptions of the software demonstrated, an information exchange section, a report of the plenary session, a comment on the workshop, a list of participants, a review of current research in Britain on developing computer use in language learning and teaching, a list of CALL practitioners and their work in progress, and an essay on the importance of the nonverbal element in language instruction, entitled "Understanding the Meaning without Hearing the Words" (Roger Hancock). The four conference papers are: "Expert Systems and the Language Teacher" (Rachel Rymaszewski); "How Feasible Is It to Develop CAL for Language Learning?" (Deryn Watson); "CALL for Advanced Learners" (Greville Corbett); and "Using Computers in Foreign Language Teaching" (Roger Sparkman). (MSE)

ED 267 671 HE 019 125

Hernandez, Nelda
The Fourth, Composite "R" for Graduate Students: Research.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Data Interpretation; *Graduate Students; Higher Education; Information Sources; Library Skills; Literature Reviews; Mentors; *Research Papers (Students); *Research Skills; Research Tools; *Skill Development; Synthesis; *Theses; *Writing Skills

Problems faced by graduate students in research and writing and ways to improve competence in these areas are addressed. Student problems were identified through formal/informal interviews and work with graduate students over a 12-year period. In the first step of choosing a topic, students may be worried that the topic is too broad, narrow, or unimportant. The literature review is sometimes the largest difficulty to be encountered. Some students are unaware of all of the possibilities offered in the library in addition to the card catalog: indexes, microfilm, microfiche, government document sources, and computerized databases. The fewest problems are encountered in synthesis of previous research or collection and analysis of data, because these areas are likely to be included in a graduate research course. The last step, overall synthesis and the process of summarizing, drawing conclusions, and offering recommendations, is often a difficult one. Problems with writing style and form are common. Approaches to address these problems may include (1) teaching research and research writing skills by incorporating assignments in introductory graduate courses or (2) a mentoring program to bridge the gap between thesis research and research and writing for publication. (SW)

ED 267 697 HE 019 165

Meredith, Mark
Strategic Planning and Management: A Survey of Practices and Benefits in Higher Education.

PUB DATE- May 85
NOTE- 63p.; Diagrams contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Administration; *College Planning; Educational Objectives; *Educational Resources; Guidelines; Higher Education; *Needs Assessment; Private Colleges; School Size; *School Surveys; *Self Evaluation (Groups); State Colleges; Two Year Colleges; Upper Division Colleges
IDENTIFIERS- *Strategic Planning

Strategic planning and management (SPM) methods and benefits/problems encountered are examined, based on a survey of postsecondary institutions. In addition to considering administrative, technical, and resource requirements and conditions, guidelines for conducting SPM are presented. After an initial questionnaire to determine whether institutions used SPM, information was obtained from 96 colleges, 28.2% of the initial sample, or about 3% of U.S. higher education institutions. Attention is directed to: major purposes of doing SPM at the college; processes/steps engaged; general satisfaction with SPM processes; locus of development of specific methods for SPM; results and benefits realized from SPM and general satisfaction with results; institutional requirements/conditions for doing SPM (e.g., estimated timing, staff/faculty involved); problems encountered in SPM; and observations and recommendations regarding SPM. Results are analyzed for: public and private institutions; small, medium, and large colleges; and two-year, four-year offering master's degrees, four-year offering doctoral, and special institutions. Detailed findings and graphical representations are provided, and implications for further research are considered. The survey questionnaires and list of participating institutions are appended. (SW)

Jonassen, David H.
Effects of Microcomputer Display on a Perceptual/Cognitive Task.
PUB DATE- Jan 86
NOTE- 10p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Measurement; Cognitive Processes; Cognitive Style; *Computer Assisted Testing; Computer Graphics; Computer Software; Correlation; *Field Dependence Independence; Higher Education; *Intermode Differences; Microcomputers; *Perception Tests; Tables (Data)
IDENTIFIERS- AECT Research and Theory Division Meeting; Apple IIe; *Hidden Figures Test; *Printed Materials

The purpose of this study was to adapt the Hidden Figures Test (a measure of field dependence/independence) to microcomputer display and to assess its alternate form reliability when compared to a paper and pencil test. Participants included 58 undergraduate and graduate students (91.4% female) at a southeastern university who were fairly normal in regard to the task measured by the test. One group (N=38) was administered the print version of the test first, followed immediately by the computer version. The other group (N=20) received the computer version first to control for order effect. For the group who received the paper version first, the mean scores on both tests were equivalent (M=4.71); however, for the group receiving the computer version first, scores were significantly lower on the computer version (M=2.55) than on the paper version (M=5.20). The significant order effect found for the first group raises serious questions about the face validity of a computer version of the Hidden Figures Test, suggesting that additional research is needed before construct and face validity are assumed between alternative forms of test administration. (JB)

ED 267 818 IR 051 479

Smalls, Mary L.
The Library Profession in the 21st Century: Transformation for Survival.
PUB DATE- 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Georgia Library Association (Augusta, GA, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Futures (of Society); Information Needs; *Information Science; *Information Scientists; *Information Services; Information Utilization; Library Education; *Library Planning; Library Role; *Library Science; *Linking Agents; Position Papers; Technological Advancement

The approaching information age will encompass a different societal system in the 21st century due to the impact of the information revolution resulting from developments in computer and communications technology. In light of these changes, libraries need to evolve with the new technology by preparing now to become part of the electronic revolution. Librarians must become familiar with all aspects of the communication cycle and its relationship with the organizations and communities to be served; they need to educate themselves about future scenarios relating to employment, education, energy, leisure, communications, etc., and the impact of changes on the role of the library; and they need to know the changing human needs of the information society, and how these needs will effect changes in characteristics of the library system. In the future, emphasis on a customized approach to designing information delivery systems will be the norm. Finally, librarians may assume numerous roles, including: initiator of the transformation of the library system; promoter of the library system; personal guides, information consultants, and information synthesizers of the electronic services and sources; interpreters of information; facilitators or linkers of information networks; freelance specialists; and group practitioners. Libraries should act as centers where users can receive instruction in the uses of new communications technology, assistance in exploiting various databases, and important communication information services. (THC)

ED 267 891 PS 015 662

Illinois Department of Children and Family Services Text of Adopted Rules. Subchapter e: Requirements for Licensure. Part 406: Licensing Standards for Day Care Homes.

Illinois State Dept. of Children and Family Services, Springfield.

PUB DATE- 85

NOTE- 34p.; For a related document, see PS 015 663.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Certification; Early Childhood Education; *Family Day Care; *State Standards

IDENTIFIERS- Day Care Licensing; *Illinois; *Rules and Regulations

Reprinted are licensing standards for day care homes adopted and codified, effective July 1983, by the Illinois Department of Children and Family Services and as amended, effective January and March 1985. Sections of the report concern the purpose, definitions of terms, effective date of standards, application for license, application for renewal of license, provisions pertaining to permits, general requirements for day care homes, characteristics and qualifications of the day care family, qualifications for assistants, substitutes, admission and discharge procedures, number of children served, health and medical care, discipline of children, activity requirements, nutrition and meals, transportation of children by day care home, swimming, children with special needs, school age children, infants and toddlers, night care, records and reports, confidentiality of records and information, cooperation with the Department of Children and Family Services, and severability of this part (Part 406 of the Requirements for Licensure). Appendices provide meal pattern charts for children 0 to 12 months of age and for children over 1 year of age. (RH)

Rave, Elizabeth J.; Hannah, Gregory L.

Gender and Ethnic Effects in Describing Toddler Behavior.

PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; Blacks; Demography; *Ethnicity; Females; Individual Differences; Males; *Racial Differences; *Sex Differences; *Toddlers; Whites
IDENTIFIERS- *Gender Identity; *Person Perception

Focusing on gender as a stimulus variable, this study explored whether performer and respondent's gender and ethnicity would affect the labeling of toddler behavior. In addition, such demographic variables as age, education level, and contact with children were investigated. From a subject pool of 928, a total of 528 subjects were drawn, equally divided by gender and ethnicity. Subjects were asked to evaluate toddler behaviors on 12 Likert-type scales after viewing a 14-minute film of a white child and a black child playing spontaneously. Each toddler was presented as both a male and a female in four different treatment conditions. One of the dependent variables, "handsome-beautiful," showed a significant interaction between the toddlers and treatment condition, demonstrating that the procedures and instrument were sensitive enough to pick up statistically significant differences in viewer perceptions. The remaining 11 variables were examined via MANOVA. The emergence of a significant interaction between toddlers and ethnic/gender groups indicated further analysis was necessary. Canonical correlation analysis was used to determine the relationships between the criterion variables and nine predictor variables. The function of observer characteristics in labeling behavior was discussed and suggestions for further research were offered. (Author/RH)

ED 267 949   RC 015 675

Tigges, Leann M.; Green, Gary P.
Rural Industrialization and Poverty in the South, 1973 to 1983.
PUB DATE- Aug 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Rural Sociological Society (48th, Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Economic Change; *Economic Factors; Educational Attainment; *High School Graduates; *Industrialization; Local Norms; Low Income Counties; Population Trends; *Poverty; Poverty Areas; *Racial Factors; Rural Development; *Rural Economics; Social Theories; Trend Analysis; Whites
IDENTIFIERS- Counties; *United States (South)

A study of 149 nonmetropolitan Southern counties used data for 1973 and 1983 to examine the effects of rural industrialization in the region. Variables studied were population size, number of manufacturers, rate of family poverty, and percent of high school graduates. A comparison of white (75% or more whites in the population) and nonwhite (more than 25% nonwhite in the population) counties showed that nonwhite counties continue to lag behind white counties in the South. Data showed that absolute gains in industrialization (number of manufacturing establishments) and measures of income were greater in the white counties. However, the decline in the poverty rate and the increase in percentage of high school graduates were significantly greater in nonwhite counties. The rate of population growth and the original level of poverty in 1983 were the two significant factors influencing change in the rate of poverty over the decade. Industrialization had little or no effect on the reduction of poverty during this period. The study findings raise questions concerning many theories of economic change. For example, contrary to predictions of modernization theory, the study points to continuing racial differences in the "New South" with past racial discrimination continuing to influence the social structure. (JHZ)

ED 267 963 SE 046 485

Training in Population Education in the Pacific. Report of a Regional Training Workshop (Apia, Western Samoa, November 5-16, 1984).

United Nations Educational, Scientific and Cultural Organization, Apia (Western Samoa). Office for the Pacific States.; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85
NOTE- 231p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demography; Elementary Secondary Education; Environmental Education; Family Planning; *Inservice Education; Nonschool Educational Programs; *Nutrition Instruction; *Population Education; *Professional Training; *Sex Education
IDENTIFIERS- *Pacific Region

The increasing importance of both in-school and out-of-school population education in the Pacific is addressed in this publication. It provides relevant and up-to-date population resource and training materials. These are organized in three major sections. The first part is a brief report of the 1984 Regional Workshop on Training in Population Education held in Western Samoa. The second is a collection of such resource materials as: demographic tables; some of the conference lectures and papers, and a list of other materials used in the workshop, including teaching modules, film, books, and articles. The third part contains sample prototype materials developed by the workshop participants. These include units on: (1) sex education; (2) population and family welfare; and (3) nutrition-oriented mixed gardening. (ML)

ED 267 599 FL 015 525

Brown, Eric, Comp.
Learner/Machine Interaction in Computer-Assisted Language Learning. Report of the IEC/CILT Computer-Assisted Language Learning Workshop.
Centre for Information on Language Teaching, London (England).
PUB DATE- Mar 85
NOTE- 55p.; Proceedings of the IEC/CILT Computer-Assisted Language Learning Workshop (Lancaster, England, September 18-19, 1984). Document contains some broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographies; *Computer Assisted Instruction; *Courseware; Foreign Countries; Independent Study; *Interactive Video; Program Descriptions; Research Projects; Second Language Instruction; *Videodisc Recordings
IDENTIFIERS- France; Great Britain

The proceedings of a conference on learner-machine interaction in computer-assisted language learning (CALL) include the texts of four papers, descriptions of program demonstrations and talks given by participants, a report on the plenary session by Eric Brown, information sources about CALL, a comment on the workshop by Leslie Churchman, a review of current related research in Britain, a list of workshop participants, and a list of CALL practitioners and their research in progress. The papers are: "Input Devices for Language Work with Computers" (Alan Shaw); "Output Devices--The Interactive Video" (Cathy Watts, Angela Pickering); "The Autotutor--Interactive Video for Language Learning" (David Little); and "CALL, in France--The Current State of the Art" (Francoise Demaiziere). (MSE)

English Teaching Profile: Austria.

British Council, London (England). English Language and Literature Div.

PUB DATE- Nov 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Bibliographies; *Curriculum Development; Educational Administration; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; Teacher Education; Technical Assistance; *Vocational Education
IDENTIFIERS- *Austria

A review of the status and role of English use and instruction in Austria, where English has the status of first foreign language, is presented. The following topics are reported on: (1) general usage; (2) English in the educational system, including a description of programs at all levels with some emphasis on vocational education; (3) the qualifications, supply, training, and recruitment of English teachers; (4) the availability of instructional and audiovisual materials; (5) educational administration in relation to English instruction; (6) development and planning for English instruction; (7) English instruction outside the educational system; (8) British, American, and other external support for English instruction; (9) commercial and creative publishing opportunities; (10) current research; and (11) other information sources. It is concluded that recent developments in educational administration may be beneficial to an already strong English language instruction situation in public and teacher education, despite traditional rigidity and scepticism about educational change. (MSE)

ED 267 629 FL 015 581

James, Charles J.
Listening and Learning: Protocols and Processes.

PUB DATE- 86
NOTE- 12p.; In: Second Language Acquisition: Preparing for Tomorrow. Selected Papers from the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 3-5, 1986). For report of conference, see FL 015 577.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advance Organizers; *Classroom Techniques; *Listening Skills; Material Development; *Recall (Psychology); Second Language Instruction; Skill Development; *Time Factors (Learning)

While most people know how conversations, narratives, and other types of discourse are created in their native language, it is difficult for students to know how they are created in a second language. To deal with texts in a new language, the learner needs extensive exposure to a variety of language in realistic situations. The immediate recall protocol designed for development of reading comprehension can be adapted to help develop second language listening comprehension. The reading technique uses short texts to avoid sensory overload, gives students time to read them, and then allows students time to write, in English, what they understood from the text. For listening skill development, the technique would need to be adapted to a classroom listening situation, and features of spoken language (voice characteristics, volume, pitch, etc.) that aid considerably in the processing of listening material should be considered. Students should be given advance organizers and a specific listening task to perform, and should hear the tape once without taking notes. The student protocols indicating their comprehension level can be either graded or discussed, and the teacher can use the protocols as a basis for further instructional planning. (MSE)

ED 267 684 HE 019 152

Henderson, Cathy
Forecasting College Costs through 1988-89. American Council on Education Policy Brief.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE- Jan 86
NOTE- 7p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, NW, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Cost Indexes; Economic Factors; Fees; Higher Education; Inflation (Economics); *Noninstructional Student Costs; *Prediction; *Private Colleges; *State Colleges; *Student Costs; Student Financial Aid; Teacher Salaries; Trend Analysis; *Tuition; Undergraduate Students; Unemployment
IDENTIFIERS- *College Costs

Major factors causing tuition and other charges to rise faster than inflation are analyzed. Attention is directed to the effect of inflation on faculty salaries, federal need-based aid to private colleges, expenditures for capital equipment by state colleges, and state appropriations to higher education. Data are provided on average undergraduate student charges for tuition and fees and for room, board, and other expenses at public and independent colleges for 1977-1986. Projections for 1986-1989 are included. Data are included on annual percentage changes in student charges, faculty salaries, the Consumer Price Index (CPI), and unemployment. Actual and projected rates of growth in undergraduate student charges, faculty salaries, the CPI, and the Higher Education Price Index are also provided for public and independent institutions during 1977-1989. Annual rates of increase in student charges peaked in 1981-1982; however, the decreased rate of growth in the CPI since 1979-1980 has been for more dramatic, with an increasing disadvantage for student costs. Between 1986 and 1988, total charges should grow at combined rates averaging 5 to 6 percent, with an estimated general inflation rate of 4.5%. It is suggested that the single key to slower growth in student charges is sustained low inflation rates. Two sources of information on average undergraduate student charges are identified: the National Center for Education Statistics, and the College Scholarship Service. (SW)

ED 267 804 IR 051 465

The NABRIN Report. Report of the National Advisory Board on Rural Information Needs Planning Committee.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- 17 Apr 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *Federal Programs; History; *Information Needs; Information Networks; *Library Cooperation; Long Range Planning; *National Programs; Program Descriptions; *Rural Areas
IDENTIFIERS- *National Advisory Board Rural Information Needs

This report begins with an executive summary and an introduction; the introduction provides a brief statement about the innovative process which led to the proposal to establish a National Advisory Board on Rural Information Needs (NABRIN) in the U.S. Department of Agriculture (USDA). A background statement gives an overview of the many problems in rural America and how the information age is passing it by. It concludes with a list of 11 important information imperatives for rural America. Cooperative national planning to meet rural information needs is discussed in some detail, with the emphasis on the four years of effort by the commission to focus national attention on the information needs of the nation's rural areas, and how this effort led to the proposal to establish NABRIN. The heart of the report is the proposed charter for NABRIN, which would establish a 20-member commission in the USDA to advise and assist the Secretary of Agriculture in focusing national attention on rural information needs, and in the development of policies, strategies, and action programs responsive to these needs. Lists of the planning committee and commission members are included. Appendices include a list of members of the planning board for NABRIN; a roster of commissioners; the resolution establishing the NABRIN planning committee; significant portions from Public Law 91-345; and Chapter 55 of the Code of Federal Regulations: "U.S. Department Of Agriculture." (THC)

ED 267 862 JC 860 162

Economic Development Grant Report, Fiscal Year 1985.
Illinois Community Coll. Board, Springfield.

SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- Jan 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Community Colleges; Cooperative Programs; *Economic Development; *Employment Programs; Entrepreneurship; Grants; *School Business Relationship; Small Businesses; State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois

A profile is provided of community college business centers and their activities conducted under economic development grants during fiscal year (FY) 1985. Following introductory remarks, section I provides a narrative description of the FY 1985 economic development grant activities, including industrial attraction, retention and expansion, customized job training, entrepreneurship training, contract procurement assistance, small business incubators, and employment training and job search services. Section II contains statewide summary tables, while section III presents comprehensive tables showing detailed data for each of the 38 community college districts involved in the grant activities. Highlighted results include the following: (1) community colleges provided training for 900 companies through 1,500 courses, serving 22,000 employees and contributing to the creation and retention of nearly 3,000 jobs; (2) over 22,000 potential and current business people were served through entrepreneurship training; (3) over 2,200 businesses were assisted in seeking federal contracts, yielding $6.3 million in contracts; (4) nearly 7,000 persons received employment training services to improve their job skills and to assist them in seeking employment; (5) 15 community colleges helped establish or operate small business incubators; and (6) nearly all community college districts were involved in industrial retention, expansion, and attraction efforts, which resulted in the retention of 700 existing jobs and the creation of 3,300 new jobs. (LAL)

ED 267 906 PS 015 704

Marzano, Robert J.
Integrated Instruction in Thinking Skills, Learning Strategies, Traditional Content and Basic Beliefs: A Necessary Unity.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 85
NOTE- 39p.
CONTRACT- 400-83-0004
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beliefs; *Cognitive Processes; Curriculum; Elementary Secondary Education; Epistemology; *Holistic Approach; *Instruction; *Metacognition; Models; Perception
IDENTIFIERS- Anderson (John); *Learning to Learn; *Thinking Skills

The purpose of this paper is to describe a framework in which thinking skills instruction and other needed instructional emphases can be integrated into a unified whole. Discussion focuses on John Anderson's unitary model of cognition (1983), learning-to-learn, the nature of traditional curriculum content, thinking skills such as storage and retrieval, matching, and execution, and basic beliefs, or epistemic thoughts, which control broad categories of human behavior. The major implication of the model is that the present conceptualization of the acts of teaching and learning should be expanded far beyond the domain of content area knowledge. Specifically, the components of the teaching/learning process should include (1) learning-to-learn strategies, (2) a new approach to content which emphasizes basic concepts and organizational patterns of declarative knowledge and the developmental nature of procedural knowledge, (3) basic reasoning skills in the areas of storage and retrieval, matching, and execution, and (4) basic beliefs which are high level controlling principles. These beliefs include the notion that perceptions are subjective and generated from a specific point of view and that one's point of view is controllable and can be changed. An eight-page list of references concludes the document. (RH)

ED 267 978 SE 046 500

Sanchez, James Joseph, Comp.
Orem's Self-Care Model of Nursing: An Enumerative Bibliography.
Phoenix Univ., San Jose, CA.
PUB DATE- Mar 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Higher Education; *Models; *Nursing; *Nursing Education; Patients

This document is a 119-item bibliography of literature which deals with Orem's self-care model of nursing. Sources of entries include journals, doctoral dissertations, abstracts, books, and conference papers. (JN)

ED 267 658 FL 015 647

De George, George P., Ed.
Bilingual Program Management: A Problem Solving Approach.
Evaluation, Dissemination and Assessment Center for Bilingual Education, Cambridge, MA.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89857-282-7
PUB DATE- 85
NOTE- 258p.
AVAILABLE FROM- Evaluation, Dissemination and Assessment Center, Lesley College, Cambridge, MA 02140.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Bilingual Education Programs; Community Resources; Computer Oriented Programs; *Conflict Resolution; Cultural Pluralism; Curriculum Development; Government Role; Inservice Teacher Education; *Program Administration; *Program Effectiveness; Program Evaluation; *Program Implementation; Proposal Writing; Recruitment; Staff Development

A collection of essays on the management of bilingual education programs is organized in three units: managing in a culturally diverse setting, balancing critical interactions, and special issues. The following papers are included: "Recruiting and Retaining Competent Personnel for Bilingual Education Programs" (Joan E. Friedenberg, Curtis H. Bradley); "Leadership and Motivation in a Changing Environment" (William M. Bloomfield); "Managing Conflict: Dealing Productively with Differing Ideas, Priorities and Goals" (Emily J. Shamieh); "Performance Appraisal: Using Feedback for Staff Development" (Jill Izett McCarthy); "Environmental Considerations in the Success of the Bilingual Program" (Sylvia R. Cowan); "Management of Bilingual Programs: The Local Community Context" (Terry L. Baker, Dori Collazo); "Governmental Context of the Bilingual Program: National and State" (Myrna Delgado, Barney Berube); "Some Considerations in Planning Your Inservice Training Component" (Denise McKeon); "Writing Proposals for Funding Agencies" (Eleanor Lien Sandstrom); "Finding, Adapting and Developing Bilingual Curriculum" (Betsy Tregar); "Bilingual Program Evaluation" (Robert W. Consalvo, Mary C. Madaus); "Dimensions of Data Collection and Management" (Lisanio R. Orlandi, Joseph J. Foley); and "A Computer as an Aid(e) to a Manager" (Richard W. Willard). (MSE)

ED 267 711 HE 019 196

Douglas, Joel M., Ed.
Unionization among College Faculty.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Feb 86
NOTE- 13p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Comparative Analysis; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; State Colleges; Trend Analysis; Two Year Colleges; *Unions
IDENTIFIERS- Illinois; Ohio; Public Colleges

Information on institutions engaged in academic collective bargaining with recognized bargaining units in 1985 is presented, with attention to agents elected, no-agent elections, decertifications, strikes, and legislation. Information is provided for the American Federation for Teachers, the National Education Association, the American Association of University Professors, and independent faculty unions. For the third consecutive year, the number of unionized colleges increased with a reported 446 recognized bargaining agents and 411 collective bargaining agreements, representing an estimated growth of 4% in both the number of agents and the number of contracts. A total of 195,570 full- and part-time faculty members are represented by certified bargaining agents, an increase of 2% from 1984. The number of recognized agents at public institutions increased from 355 to 369, while the number at private institutions went from 74 to 77. The growth in unionization of college faculty in Ohio and Illinois appears to be proceeding at a slower rate than originally anticipated. For 13 colleges that elected agents and three colleges that changed agents, information is provided on: unit size, the vote, the agent elected (or new and former agents), and whether the college is two- or four-year. (SW)

ED 267 725 HE 019 210

Statistical Abstract of Tennessee Higher Education, 1984-85.
Tennessee Higher Education Commission, Nashville.
REPORT NO.- CB50-SATHE0985
PUB DATE- 85
NOTE- 196p.; For the 1982-1983 edition, see HE 019 208.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; College Transfer Students; *Degrees (Academic); *Educational Finance; *Enrollment Trends; Expenditures; *Higher Education; Income; Private Colleges; State Colleges; State Surveys; Student Characteristics; Student Costs; Teacher Salaries; *Tuition
IDENTIFIERS- Public Colleges; *Tennessee

Statistics are presented on higher education in Tennessee for 1984-1985 and previous years. Attention is directed to: enrollment trends, undergraduate transfers, student finances, degrees conferred, faculty salaries, institutional finances, and actions of the Tennessee Higher Education Commission. Tables include: student headcount enrollment by class level for public and private institutions; in-state and out-of-state and foreign student enrollments; resident and nonresident enrollments for public institutions and comparisons to selected southeastern states; part- and full-time enrollments; enrollments by major division; enrollments by race, sex, and age; undergraduate and graduate/professional enrollments by age; degree credit enrollments for on-campus and off-campus centers; enrollment trends for 1974-1984; student fees per academic year for public institutions; resident tuition per academic year; degrees awarded by public institutions; graduates by race and sex; number of full-time teaching faculty and average annual salary by rank and group for public institutions; state appropriations for public institutions, 1982-1985; revenues and expenditures; and capital outlay appropriations. Information is also provided on approved program reorganizations and new programs for 1982-1984, as well as approved programs for 1968-1984. (SW)

ED 267 739 IR 012 047

Cramer, Mary McCart
First Aid for Media-Aides.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DSG-Manual-2939.4
PUB DATE- 20 May 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Educational Media; Elementary Secondary Education; Foreign Countries; *Learning Resources Centers; *Library Administration; *Library Services; Paraprofessional Personnel; *Resource Materials; *Scheduling; Small Schools
IDENTIFIERS- Department of Defense; *Dependents Schools; West Germany

This document was developed as part of a Research and Innovation Project by a Department of Defense Dependents School (DoDDS) Media Task Group in West Germany. Designed to provide a ready reference for noncertified personnel working in small school media centers, the monthly calendars (August through June) are intended to encourage an active program using books, media, and equipment. For each month, suggestions are provided in the following areas: Dazzling Dates and Displays, Storytelling, Equipment, and Skills. For the first quarter, outlines of housekeeping duties, equipment accountability, and scheduling are also provided. The outline for the second quarter covers budget allocations, selection of materials, ordering of materials, and ordering of film/video. The third quarter outline covers budget forecasting and the fourth quarter outline covers the annual inventory and year-end closing activities. Recommended resources are listed for each quarter. This calendar is designed both to aid in planning and scheduling technical and housekeeping tasks, and to serve as a springboard to a wider range of activities for student involvement in media. (THC)

ED 267 766 IR 012 134

Evans, L. J.

Selecting Media for Instruction.

PUB DATE- Jan 86
NOTE- 9p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Media; Graduate Students; Higher Education; Independent Study; Instructional Design; *Instructional Development; *Intermode Differences; *Media Selection; *Models; Tables (Data)
IDENTIFIERS- AECT Research and Theory Division Meeting

This study was conducted to determine the effects of instruction on using a formal media selection procedure on the media selection choices made by novice instructional designers. Twenty-nine male and female graduate students enrolled in a media design course at Arizona State University participated in the study. Media design problems were used which required students to develop an instructional presentation for various situations: Personnel Interviewing, Aircraft Instrument Comprehension, C.T. Scan, and Instructional Objectives. The participants were randomly assigned to groups which selected media under two conditions: an informal intuitive condition and a formal media selection condition using a model developed by Reiser and Gagne (1983). Each media selection problem had a designated "correct answer" identified by two experienced instructional designers. Results indicate that 32% of the students working in the intuitive condition and 55% of the students working with the model made the correct media selection; however, 56% of those who made correct decisions with the model did not work through it correctly. In the final, test condition, a total of 28 (96%) made the correct media selection with the model, although only 40% used the model correctly. It was tentatively concluded that use of the Reiser-Gagne media selection model can help students make more correct media selection decisions, and that the redundancy in the model and its restricted choices increase the probability of making a correct choice even if the model is not used correctly. A list of references and two data tables complete the paper. (JB)

ED 267 791 IR 012 159

Seymour, Sherrie L.; And Others
Microcomputers and Continuing Motivation.
PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986). For entire proceedings, see IR 012 121.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; *Difficulty Level; Grade 5; Grade 6; Intermediate Grades; *Intermode Differences; Learning Motivation; *Microcomputers; Questionnaires; Research Methodology; Sex Differences; *Student Attitudes; *Student Motivation; Tables (Data)
IDENTIFIERS- AECT Research and Theory Division Meeting; *Paper and Pencil Tests

This study investigated the effects of medium of instruction, task difficulty, and gender on continuing motivation. A total of 139 fifth and sixth graders with previous computer experience completed an initial learning task in one of the two media formats (computer or paper/pencil) and under either a hard or easy difficulty level. Students' choice of instructional medium for a second learning task was the measure of continuing motivation. Of the 69 computer subjects, 67 (97%) chose to return to the computer, whereas only one of 70 paper/pencil subjects (1%) chose to return to the paper/pencil form, p=.0001. The remaining 69 chose the computer for the second task. Questionnaire data indicated that computer subjects also evaluated their own performance significantly more highly, reported the task to be significantly more interesting and easier, and had a greater desire to study more of the same type of subject matter. A list of references, two data tables, and questionnaire items and responses are included. (Author/JB)

ED 267 834 JC 860 099

Martin, Margaret R.; And Others
Special Services Project: Rockland Community College, 1977-1980.
Rockland Community Coll., Suffern, N.Y.
PUB DATE- 81
NOTE- 405p.; For related documents, see JC 860 100-104.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Community Colleges; *Developmental Studies Programs; Economically Disadvantaged; *Educational Counseling; Educational Testing; *English (Second Language); Instructional Materials; Outcomes of Education; Performance Contracts; Program Descriptions; Program Effectiveness; Program Evaluation; *Remedial Programs; Student Placement; Two Year Colleges; Two Year College Students

The activities and outcomes of Rockland Community College's Special Services Project (SSP) are described in this report. First, introductory material explains that the SSP was designed to serve those students who entered the college with the most severe educational and economic needs through efforts including the College Skills Program and the English as a Second Language (ESL) Institute. Clientele characteristics and program sites are described next, followed by information on program activities in the areas of student assessment, curriculum development for skill acquisition, counseling services, cultural activities, staff development activities, and advisory committee efforts. Next, the report focuses on institutional impact, information dissemination to other colleges, and staff members. The report concludes with a project evaluation and summary, and recommendations. Extensive appendices include: (1) case studies; (2) sample learning contracts; (3) an account of "Mastery Learning through Clinical Instruction," by Janet R. Brown; (4) statements of objectives for three communication skills learning modules; (5) forms for skills assessment; (6) a taxonomy of communication skills; (7) arithmetic mastery tests and contract; (8) ESL curriculum reports; (9) counseling objectives and contract forms; (10) promotional materials for various SSP activities; and (11) consultants' reports. (EJV)

ED 267 848 JC 860 146

Terrey, John N.

Leadership Can Create Excellence.

PUB DATE- 14 Apr 86
NOTE- 17p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (66th, Orlando, FL, April 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *College Administration; *College Presidents; *Educational Quality; Higher Education; *Leadership; *Leadership Qualities; Literature Reviews; Postsecondary Education

Current writers on the topic of educational leadership express essentially the same concerns: the absence of leadership and vision, the tendency to select survivalism over risk, and the control by managers rather than leaders. These writers highlight both the craving and the need for leadership. Several recent publications provide insights into the issues of leadership, vision, strategic planning, organizational culture, and excellence from a general perspective that can be applied to higher education. These include: (1) "Excellence," by John Gardner; (2) "Leadership," by James MacGregor Burns; (3) "Innovation and Entrepreneurship," by Peter Drucker; (4) "Re-inventing the Corporation," by John Naisbitt and Patricia Aburdene; (5) "Leaders: The Strategies for Taking Charge," by Warren Bennis and Burt Nanus; (6) "Creating Excellence," by Craig R. Hickman and Michael A. Silva; and (7) "Organizational Culture and Leadership," by Edgar H. Schein. (The paper provides a critical assessment of each of these works, highlighting ideas and suggestions that can improve educational leadership.) (LAL)

ED 267 877 JC 860 181

Wright, Ted

Miami-Dade Community College Scholarship Program: A Descriptive Analysis. Research Report No. 85-17.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Sep 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Academic Standards; *Awards; Community Colleges; Financial Support; Program Descriptions; Scholarship Funds; *Scholarships; *Student Characteristics; Student Financial Aid; Two Year Colleges; *Two Year College Students

A descriptive update of the scholarship program at Miami-Dade Community College (MDCC) is provided for the period from 1979-80 to 1984-85. First, an introductory narrative describes the scholarships available to MDCC students, reviews previous research focusing on scholarship recipients, explains the report's purpose, analyzes data, and discusses reasons that some students lose their scholarship eligibility. The bulk of the report consists of data tables covering the number of students who received scholarship awards at each campus and collegewide; ethnic and gender statistics; achievement outcomes for each of the scholarship categories; the number and proportion of program completers; and the number of students who became ineligible for continuing scholarship benefits. Selected findings include the following: (1) overall, 3,718 students received some type of scholarship award over the 6-year period; (2) over 50% of all scholarship recipients were Hispanics, and 68% were females; (3) the mean GPA of the scholarship recipients was 3.20; (4) of all students in the scholarship programs, 41.7% had completed the associate in arts degree; and (5) 22.8% of the scholarship recipients were not able to meet the academic criteria for continued eligibility and had not graduated by 1984-85. (LAL)

ED 267 819 IR 051 480

Agnew, Grace; And Others
The Online Catalog and Patron Search Strategies at Georgia State University.
PUB DATE- 25 Oct 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Georgia Library Association (Augusta, GA, October 25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Needs; *Library Catalogs; Library Research; *Online Searching; *Online Systems; *Search Strategies
IDENTIFIERS- Georgia State University; *Library Users; *Online Catalogs

An online catalog was introduced at Georgia State University in September 1985. Prior to its introduction, a study was conducted at Pullen Library to prepare for bibliographic instruction for catalog use. In the summer of 1985, 50 patrons were observed and interviewed as they used the library's card and/or computer output microfiche (COM) catalogs. Patrons were observed to determine the kind and amount of information needed, the search strategies employed, and the results obtained. The researchers then applied these search strategies to the online catalog to discover the benefits and disadvantages of an online system, and to modify search strategies to maximize use of the online catalog. The most useful features of the online catalog, as discovered in this study, include: searching by keyword/term; using Boolean operators to link terms; limiting search results by date of publication, type of material, or language; and searching by class number. (Author/THC)

Gillis, H. Lee
Adventure, Wilderness, Outward Bound, Therapeutic Camping, Experiental Learning, Ropes Courses & Games.
PUB DATE- 84
NOTE- 32p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adventure Education; *Camping; *Delinquent Rehabilitation; Experiential Learning; Games; *Outdoor Education; Program Descriptions; Reports; *Resource Materials; *Therapeutic Recreation; Youth
IDENTIFIERS- Outward Bound; Rope Courses

Focusing on the therapeutic aspects of camping experiences for delinquent and psychologically disturbed youth, this 382-item bibliography lists books, journal articles, theses, dissertations, and unpublished reports written from 1928 to 1983 on adventure education, wilderness experience, Outward Bound, therapeutic camping, experiential learning, ropes courses, and games. Arranged alphabetically by author in a single listing, each citation provides the author's name, title, date and place of publication, and pagination. (NEC)

Plans of Foreign Ph.D. Candidates. Postgraduate Plans of U.S. Trained Foreign Students in Science/Engineering. Fact Sheet to the Vice Chairman, Subcommittee on Economic Goals and Intergovernmental Policy, Joint Economic Committee, Congress of the United States.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/RCED-86-102FS
PUB DATE- Feb 86
NOTE- 11p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00; prepaid to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Doctoral Degrees; *Engineering; *Engineering Education; *Foreign Students; Higher Education; *Postdoctoral Education; *Science Education; *Sciences
IDENTIFIERS- National Science Foundation

This fact sheet provides information on whether foreign students who earn doctoral degrees in the United States in scientific or engineering fields remain in the United States after receiving their doctorates. The information was obtained from a 1985 National Science Foundation report (NSF 86-305) titled "Foreign Citizens in U.S. Science and Engineering: History, Status, and Outlook". The NSF data indicate that, for all science and engineering fields: (1) many foreign students remain in the United States after receiving a PhD; (2) foreign students are remaining in the United States at increasing rates; and (3) foreign students are an increasing proportion of Ph.D. candidates. (JN)

ED 267 979 SE 046 501

Hines, Jody M., Ed.

Recent Graduate Works and Programs in Environmental Education and Communications. Volume VIII.

North American Association for Environmental Education, Troy, OH.; Northern Iowa Univ., Cedar Falls.

PUB DATE- Dec 85

NOTE- 75p.; For earlier volumes in this series, see ED 180 779, ED 191 655, ED 201 506, ED 223 431, ED 244 790 and ED 257 647. Abstracts contain small print.

AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($5.00 members, $6.00 non-members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Communication (Thought Transfer); Doctoral Dissertations; Elementary Secondary Education; *Environmental Education; *Graduate Study; Higher Education; Mass Media; *Masters Theses; Media Research; Nonformal Education; Outdoor Education; Parks; *Program Descriptions; Site Analysis; Teacher Education

IDENTIFIERS- *Environmental Communications; *Environmental Education Research; Interpretation (Environmental)

Compiled are 31 abstracts of recent master's theses and doctoral dissertations in environmental education (EE) and communications. These abstracts are organized into seven categories: (1) site analysis (descriptions and development plans for areas to be used for EE); (2) parks and camps-users and interpreters (studies dealing with park and camp programs, especially user characteristics and interpretive techniques); (3) media communications (studies of the effectiveness of various forms of media; (4) student-centered studies (research on student characteristics); (5) teacher-centered studies (research on training, attitudes, and behavior of teachers and interpreters); (6) citizen-centered studies (research dealing with the attitudes, values, and administration of citizens in environmental problems); and (7) EE philosophy, law, and other areas. Each abstract includes title, author, date of completion, institution, department, thesis/dissertation advisor, and source where full thesis/dissertation may be obtained. An index to abstracts published in previous volumes and an alphabetical list by state of institutions offering graduate programs in environmental education and communications are also provided, as is a list of institutions in Canada offering such programs. Each entry includes a brief description of the program and, when applicable, the degree(s) offered. (JN)

ED 267 994 SE 046 518

Koch, David P.
Amateur Radio Satellite Communications.
SPONS. AGENCY- North Canton City Schools, Ohio.
PUB DATE- 86
NOTE- 5p.; Prepared at Hoover High School and submitted in partial fulfillment of Requirements for the High School Grant Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; High Schools; *Physics; *Radio; Satellites (Aerospace); Science Education; *Science Instruction; *Secondary School Science

The Amateur Radio Satellite Communications project had, as its goal, the assembly of an amateur radio satellite station in a high school physics classroom. Specific objectives were to provide: (1) a special source of interest as a motivator for attracting students and building public relations; (2) a center of interest as a motivator for the study of orbital mechanics, electronics, and space communications; (3) a model for accomplishment of a technical objective that utilizes many student skills; (4) a class project that would involve teams of students working to accomplish an objective; (5) future class or individual research projects; and (6) motivation for students to earn an FCC Amateur Radio license. These principal objectives were met. The station was successfully assembled with student involvement. Students are currently involved in some additional projects and the satellite station is serving as an ongoing source of interest and examples for specific topics in physics. It appears to be one of several factors attracting students to physics and to amateur radio. (JN)

Faletti, Joseph
Systematic Representation of Biology Knowledge.
PUB DATE- Oct 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For Related papers presented in the same set, see SE 046 538-540.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Biology; Cognitive Processes; *Cognitive Psychology; College Science; Computer Oriented Programs; *Concept Formation; Higher Education; *Knowledge Level; *Science Education
IDENTIFIERS- Science Education Research

A major goal of science education is to turn novices (students) into experts (scientists or science literates) with a minimum amount of pain, effort, and time. However, transfer of biology knowledge from instructor to student usually results in a loss of the rich interconnections that an expert has. The papers in this set describe efforts to restore and exercise these interconnections in the knowledge of the student. This first paper provides a rationale for and overview of the general approach taken which is to: (1) design a formal and systematic representation of biology knowledge in the form of a semantic network of concepts and the relationships between them; (2) build a set of computer-based tools to support the design and construction of semantic networks for particular areas of biology; and (3) build a set of computer-based games to present semantic networks to students along with tasks which will require students to exercise the interconnections among concepts. Also discussed are: previous studies of methods for improving integration of new information; previous work in knowledge representation; and reasons for selecting the particular representation method used (which stem from practical constraints arising either from instructional considerations or from the capabilities of current computer systems). (Author/JN)

ED 268 022 SO 016 979

Williams, Ann M., Ed.
Data Book of Social Studies Materials and Resources. Volume 11.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-89994-304-7
PUB DATE- 86
NOTE- 134p.; For volume 10 see, ED 240 010.
CONTRACT- 400-84-0012
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Book Reviews; *Content Analysis; Curriculum Guides; Elementary Secondary Education; *Instructional Material Evaluation; *Instructional Materials; Readability; Resource Materials; *Social Studies; *Supplementary Reading Materials; Textbook Content; *Textbook Evaluation; Textbooks

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1984 and 1985, are presented. The objective is to provide a review of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select appropriate materials for their students, school, and community. Analyses of curriculum materials are divided into sections by grade-level clusters. Thus, the first major section contains analyses of elementary (K-6) social studies materials. The second major section of the book is devoted to secondary (7-12) curriculum materials; 18 new analyses of basal programs are presented with 3 shorter analyses of revised editions. The secondary curriculum materials section concludes with 39 brief descriptions of supplementary materials. These supplementary items include video cassettes, filmstrips, and audio cassettes. Materials appropriate for both elementary and secondary students appear in the elementary section and are cross-referenced in the secondary section. The third section includes 21 short analyses of teacher resource materials. Twenty-four social studies curriculum guides or units, identified through the ERIC system, are described in the fourth section. Indexes are provided for author/editor/developer; grade level; publisher; and subject area. A list of publishers' addresses concludes the publication. (LH)

ED 268 036 SO 017 022

Incorporating Women's Studies into the Traditional Curriculum. A Syllabus Prepared for the 1985 Summer Institute.

Duke-UNC Women's Studies Research Center, Chapel Hill.

PUB DATE- 85
NOTE- 11p.; For a related document, see SO 017 026.
AVAILABLE FROM- Duke-UNC Women's Studies Research Center, 207 East Duke Building, Duke University, Durham, NC 27708 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Course Descriptions; Cross Cultural Studies; Curriculum Development; Educational Change; Employed Women; Family Life; Females; *Feminism; Global Approach; *Institutes (Training Programs); Integrated Curriculum; Sex Differences; Social History; Summer Programs; *Womens Studies
IDENTIFIERS- *Women in Development; Women in Literature

Prepared for a summer institute on women's studies in the traditional curriculum, this three week syllabus is organized into three major sections: (1) "Women's Studies Challenges Myths about Women; (2) "Gender as a Tool of Analysis"; and (3) "Approach to Curriculum Change: The Intersection of Gender, Race, and Class." Morning and afternoon sessions included a variety of topics such as diversity and women's lives cross- culturally; biography and social history; sex and gender differences; women writers and feminist literary criticism; the meaning of curriculum transformation; the family and kin; images of "mother" in literature; women and work; women and power; curriculum revision; gender, race, class, and the shaping of self; women in a global perspective; women's health; teaching a women's novel; the feminization of poverty; approaches to course revision; and project evaluation. For each suggested reading, title, author, date, and publication information are given. Lunch activities included showing films, holding small group discussions by discipline, special presentations, and optional readings. (LH)

Angus, Lawrence B.
Religion and Reproduction in an Australian Catholic School.
PUB DATE- 85
NOTE- 41p.; Paper presented at the Annual Conference of the American Education Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Comparative Education; Curriculum; Educational History; Educational Objectives; *Educational Practices; Educational Research; Ethnography; Foreign Countries; Religion; *Religious Education; Secondary Education; *Social Mobility; Socioeconomic Status
IDENTIFIERS- *Australia

An ethnographic study of a primary and secondary Australian Catholic boys school--the Christian Brothers College (CBC)--examined the historical relationship between Catholic schools, Catholic religious formation, and social mobility in Australia. The methodology used includes classroom observation, interviews, participation in social and religious activities, and analysis of documents. Results include the following: religious education at CBC competes unfavorably with academic priorities; the overwhelming academic emphasis of the school, coupled with a restrictive entrance policy and the historical emphasis on social mobility, denies an absolute priority for religious formation; coordination of religious education is vague and remote; religion is regarded as a discrete subject unit. The historical task of educating Catholic youth for social mobility is seen as part of the apostolate of the Christian Brothers to serve the needy. However, this mission of service has become a conservative reproductive mission--one of equipping middle class Catholics to take their places in a predominantly middle class society. Students are not taught to question the social order. (RM)

ED 268 066 SO 017 085

Zhuang, Jiaying; And Others
Five Realms of Educational Rights in the People's Republic of China.
California Univ., Santa Barbara. Graduate School of Education.
PUB DATE- Nov 85
NOTE- 48p.; Paper presented at the Western Regional Conference of the Comparative and International Education Society (Long Beach, CA, November 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Comparative Education; *Educational Change; Educational History; *Educational Opportunities; Educational Research; Family Planning; Language Attitudes; Nondiscriminatory Education; Sex Discrimination; Social Status; Social Stratification; Teacher Rights
IDENTIFIERS- *China

Five topics or "realms" of access to education in China are discussed in this paper presented in the form of a panel discussion by four Chinese, one Filipino and one Mauritian graduate student. The scope of the research includes three historical periods: (1) the beginning of the People's Republic of China (PRC) from 1949 until the Cultural Revolution of 1966; (2) the period of the Cultural Revolution from 1966 to 1976; and (3) the recent period of reform from 1976 until the present. Following an introductory overview of the topic, the discussants examine five separate factors which have an impact on educational access in the PRC. They include: (1) Family Planning and the number of children in each household; (2) Social Class; (3) Gender and sex discrimination; (4) Language Rights; and (4) Teachers' Rights. Each section describes the impact on educational access by various reform policies instituted by the government during the three historical periods. Special attention is given to a comparison between official government policy and actual implementation. The panelists also draw conclusions about the status of current educational reform efforts and make predictions about educational access until the year 2000. (CFR)

ED 268 081 SP 027 295

Ellis, Crystal; And Others
Upgrading Classroom Management through the Toledo Partnership Approach.

PUB DATE- 27 Feb 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Educational Cooperation; Elementary Secondary Education; *Preservice Teacher Education; Teacher Effectiveness; *Teaching Skills

The Toledo Partnership Committee for Teaching, created to improve teaching and preservice teacher education, includes representatives from Bowling Green State University, the University of Toledo, the Toledo Federation of Teachers, the Toledo Association of Administrative Personnel, the Toledo Public Schools, and the Toledo Catholic Schools Office. The Committee developed, distributed, and analyzed the results from two surveys on classroom management skills. The first was distributed to current classroom teachers in the Toledo public and parochial schools, the second was dispersed to current supervisors of new and/or student teachers. Each survey listed the same 46 classroom management skills and required ratings for each skill on the basis of importance to effective classroom management. Initial analysis of the survey results involved identifying those skills both teachers and supervisors considered important to effective classroom management. Further analysis focused upon preservice preparation. This paper describes the formation and goals of the Partnership Committee and discusses the results of the two surveys. A description is given of an exemplary course in classroom management strategies and recommendations are made for implementing the course. Copies of the surveys are included as well as a list of classroom management skills identified as important by survey respondents. (JD)

ED 268 098 SP 027 414

Health Supplement to Social Studies, Grades K-6.
Montgomery County Public Schools, Rockville, Md.

PUB DATE- 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; *Family Life Education; *Health Education; *Individual Development; *Learning Activities; *Safety Education; Student Educational Objectives

This guide was developed by the Montgomery County (Maryland) Public Schools to assist elementary school teachers in implementing the instructional program in health education for kindergarten through sixth grade. Instructional objectives for teaching Family Life and Human Development and Safety during social studies time are organized by grade level. Each instructional objective is listed along with performance objectives, instructional activities, instructional materials, and sample assessments. (CB)

ED 268 115 SP 027 471

LeBlanc, Patrice; Zide, Michele Moran

A Collaborative Computer Technology Project.

PUB DATE- Feb 86
NOTE- 38p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; Inservice Teacher Education; *Staff Development

The Computer Technology Project is a collaborative inservice/staff development project with a major goal of familiarizing school administrators, staff, and students with computers and their applications. The participating systems are Fitchburg State College, the Shirley Public School System, and the Lunenburg Public School System. The five-phase program extends over a three-year period and is funded by the Massachusetts Board of Regents of Higher Education. Year one, Phases I and II, involved the administration of pre- and posttests to all staff members in order to measure their knowledge, skills, and attitudes toward computers. Based on the analysis of pre-assessment data, levels of training were determined and implemented. Year two, Phases III and IV, involved implementing the project developed in the first year, including a basic computer literacy program for all students. The goal of the third year, Phase V, is the refinement of the computer management system and the expansion of software resources to meet the needs of low incidence groups. These groups include special education students in the mainstream and in the resource room, students identified as talented and gifted, and students from minority and multi-ethnic backgrounds. The document concludes with pre-posttest assessment forms for the first two years of the program. (Author/CB)

ED 268 130 TM 850 727

Baird, Leonard L.

Field Trial of a User-Oriented Adaptation of the Inventory of Documented Accomplishments as a Tool in Graduate Admissions.

Educational Testing Service, Princeton, N.J.

SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-85-13; GREB-RR-81-1R
PUB DATE- Sep 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission (School); *Admission Criteria; *College Applicants; College Entrance Examinations; Evaluation Problems; Experiential Learning; *Graduate Study; Higher Education; *Interest Inventories; Questionnaires; Screening Tests; Selective Admission; *Test Construction; Test Format; Test Use
IDENTIFIERS- Application Forms; *Graduate Record Examinations

This report discusses a multiphase project to develop a user-oriented survey of prior accomplishments of graduate student applicants to aid admissions committees and graduate departments in the selection process. The three phases included: (1) development of three prototype instruments based on a checklist approach, a semi-documented approach, and an open-ended portfolio approach; (2) development of an instrument with a simplified format that contained positive features of the prototypes; and (3) pilot-testing of the simplified version, on newly enrolled graduate students, in 26 university departments (representing fields of English, biology and psychology). The third phase investigated the technical soundness and the feasibility of the instrument's use in the admissions process. Descriptive and correlational analyses of the responses to the inventory were conducted to describe characteristics of the students and the instrument, and to identify the most reliable clusters of items and indices of accomplishment. End-of-the-year follow-ups provided student accomplishment data for analyses of the short-term correlates of the measure. Faculty were interviewed regarding plausibility of the content of the instrument and the utility of various reporting formats. Student reactions were obtained by interview and by additional questions at the end of the inventory. The survey is contained in the appendix. (PN)

Angoff, William H.; Cowell, William R.
An Examination of the Assumption that the Equating of Parallel Forms is Population-Independent.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-GREB-83-12P; ETS-RR-85-22
PUB DATE- Jul 85
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; *College Entrance Examinations; *Equated Scores; Error of Measurement; Higher Education; Intellectual Disciplines; Item Analysis; Mathematics Tests; *Sampling; Student Characteristics; Test Construction; *Testing Problems; Test Interpretation; Verbal Tests; Weighted Scores
IDENTIFIERS- Equipercentile Equating; *Graduate Record Examinations; Linear Equating Method; *Test Equivalence

Linear and equipercentile equating conversions were developed for two forms of the Graduate Record Examinations (GRE) quantitative test and the verbal-plus-quantitative test. From a very large sample of students taking the GRE in October 1981, subpopulations were selected with respect to race, sex, field of study, and level of performance (defined by GRE analytical test scores). The variance error of equated scores between the forms was calculated, and conversions were made between the test forms. Departures of the conversions, based on each of these special samples from the population conversion, were calculated and evaluated in terms of the standard error of equating at five selected raw score points on Form D3, adjusted for disparity between the means, as well as variance, skewness, and kurtosis for these populations and the corresponding total populations. The conversions for the Physical Science subpopulation were significantly different from the total population. When adjustments were made for variance, skewness, and kurtosis, these conversions fell in line for the homogeneous GRE quantitative test, but not so clearly for the heterogeneous verbal-plus-quantitative test. Conversions for all other subpopulations were acceptably within range. The assumption of population-independence for equating was supported for homogeneous but not heterogeneous tests. (Author/GDC)

Marco, Gary L.; And Others

An Evaluation of Three Approximate Item Response Theory Models for Equating Test Scores.

Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-46
PUB DATE- Dec 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; Comparative Analysis; Computer Software; *Equated Scores; Estimation (Mathematics); High Schools; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Scaling; Statistical Analysis; Statistical Studies
IDENTIFIERS- Rasch Model; Scholastic Aptitude Test; *Three Parameter Model

Three item response models were evaluated for estimating item parameters and equating test scores. The models, which approximated the traditional three-parameter model, included: (1) the Rasch one-parameter model, operationalized in the BICAL computer program; (2) an approximate three-parameter logistic model based on coarse group data divided into fifths and twentieths, and using the Quantile modification of the LOGIST program; and (3) a modified three-parameter logistic model with fixed a's and c's, using the LOGIST computer program. The data came from a study of the Scholastic Aptitude Test (SAT), which involved the chain equating of a test to itself through five intermediary forms; approximately 2,670 cases were used for each SAT form. Results showed that item calibrations based on twentieths were closer to the true values and to LOGIST estimates than those based on fifths, but the equating results based on twentieths were not more accurate. Method (2) yielded highly accurate score conversions in equating a test to itself, and all three models yielded very accurate equating results. Questions were raised about the adequacy of equating a test to itself as a criterion for evaluating equating results. Further research was recommended before adopting any of the approximate models. Twelve tables and 22 figures are appended. (Author/GDC)

ED 268 172 TM 860 235

Greene, Myrna

Improving Teacher Education through Program Evaluation.

PUB DATE- Oct 85
NOTE- 21p.; Paper presented at the Joint Meeting of the Canadian Evaluation Society, the Evaluation Research Society and the Evaluation Network (Toronto, Ontario, Canada, October 16-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Evaluation Methods; Evaluation Utilization; Formative Evaluation; Higher Education; *Models; *Preservice Teacher Education; *Program Descriptions; Program Design; *Program Evaluation; Program Implementation; Teacher Characteristics; *Teacher Education Programs; Teacher Improvement; Teacher Qualifications
IDENTIFIERS- *QUALTEP Teacher Education Program; *University of Lethbridge (Canada)

This paper describes an ongoing comprehensive model of program evaluation which has as its major goal the improvement of teacher education. This project, developed at the University of Lethbridge (Alberta, Canada), is presented in four parts: (1) the process--how and why the project developed or is developing as it is; (2) the conceptual framework--the model within which the evaluation occurs; (3) implementation--specific evaluation projects within the conceptual framework; and (4) the administrative framework for facilitating utilization of the evaluation results. The evaluation model provides a focus for research discussions, a framework for designing collaborative projects, a basis for collecting and sharing common data, and an opportunity for sharing research findings. Flexible enough to accommodate any teacher education program, it promotes longitudinal research; allows for individual, group and collaborative research; and can be fitted into an administrative schema for decision-making. Five evaluation projects utilizing the framework are briefly described: (1) selection and development of teacher education candidates; (2) teachers' perceptions of their educational programs; (3) the evaluation of the preservice competence of Alberta teachers; (4) becoming a teacher; and (5) alternative practicum experiences for education students. (PN)

ED 268 186 UD 023 960

Racial/Ethnic Distribution of Public School Students and Staff. New York State 1983-84.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 84
NOTE- 64p.; For an earlier edition, see ED 212 708.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; *Elementary School Students; Elementary Secondary Education; *Ethnic Distribution; Hispanic Americans; Minority Group Children; *Public Schools; *Public School Teachers; Racial Composition; *Racial Distribution; School Districts; *Secondary School Students
IDENTIFIERS- *New York

This document contains racial/ethnic data on the school population of New York State for 1983-84. Table 1 presents the racial/ethnic distribution of public school students for the state's big five school districts (Buffalo, New York City, Rochester, Syracuse, and Yonders), for the rest of the state, and for the state as a whole. Table 2 details the distribution of Black and Hispanic students. Table 3 shows a percent distribution of public school students by racial/ethnic origin for the years 1979-80 through 1983-84. Table 4 shows the number of schools and the number and percentage of minority students (Black and Hispanic) in schools of differing racial composition; i.e. the percent of minority students in the school. Table 5 shows the number of schools and the number and percent of Black students in schools of differing racial composition. Table 6 presents data similar to that of table 5 but for Hispanic students. Tables 7 and 8 demonstrate the distribution of public school professional staff by racial/ethnic origin, both for the current year and as trend data for 1979-80 through 1983-84. Appendix A distributes public school students by racial/ethnic origin for each school district in the state. Appendix B distributes public school professional staff by racial/ethnic origin for each school district. (RDN)

ED 268 201 UD 024 808

Kogan, Deborah; Vencill, Mary
An Evaluation of the Favorable Alternate Sites Project. Final Report.
Berkeley Planning Associates, Calif.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Oct 84
NOTE- 261p.; Tables contain light, broken type.
CONTRACT- SSA-600-83-0163
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Employment Opportunities; English (Second Language); Job Training; *Land Settlement; Migration Patterns; *Program Design; Program Effectiveness; *Refugees; Relocation; *Social Services; State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- *Arizona; Favorable Alternate Sites Project; *North Carolina; Southeast Asians

This final report describes and evaluates the Favorable Alternate Sites Project (FASP), developed in response to the oversettlement of refugees (particularly Southeast Asian refugees) in particular areas of the country. The project's goals were to reduce welfare dependency, increase the ability of FASP refugees to be self-supporting, and reduce emigration. The findings in this report are based on two-week site visits to Arizona and North Carolina in February 1983 and March 1984 as well as on interviews with various staff involved with the project. Following an introductory chapter, Chapters II and III describe FASP implementation in Arizona and North Carolina, including information on the states' role, the role of private agencies, job placement and vocational training, English-as-a-second-language classes, FASP resettlement versus other resettlement, and outcomes of migration and employment. Chapter IV analyzes the findings from the two states, concluding that a low welfare dependency rate was achieved in both states (less than 1% in Phoenix, 9% in Charlotte, 13% in Greensboro, and 27% in Tucson as compared to 82% for typical refugees in their first year). Emigration from the sites varied greatly (3% from Greensboro, 52% from Charlotte, 27% from Tucson, and 45% from Phoenix). The meanings of these findings are analyzed. The report concludes with a discussion of the influence of specific design features of the project on outcomes. Extensive appendices give information about the project workers and case histories of the refugees served. (CG)

ED 268 215 UD 024 863

Topor, Helen
Towards Equity and Efficiency in the Education System of Mauritius.
PUB DATE- Nov 82
NOTE- 20p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Development; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; *Foreign Countries; Poverty
IDENTIFIERS- *Mauritius

Like many developing countries, Mauritius has invested massively in its education system in the hope of redressing inequalities among its ethnically mixed population and developing the economy through the provision of manpower. But Mauritius is a very economically troubled country, and providing educational equity will be extremely difficult. In general, at present, Mauritian schools are inefficient, and suffer from high drop-out rates, high illiteracy, a lack of teaching and learning materials, and an inadequate supply of suitably trained teachers. There is a wide disparity between what the schools are providing and what employers want and need. Moreover, educational opportunities are unfairly distributed: urban schools are much better than rural schools, and government-sponsored education is ineffectual in dealing with the consequences of their students' poverty. Despite these problems, the MauritUan education system is genuinely geared towards meeting the demands of equity and efficiency as best it can. (KH)

ED 267 995 SE 046 519

Kessler, Carolyn
Mathematics and Language Intersections for Hispanic Bilingual Students.

PUB DATE- 86
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Washington, DC, April 1-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Bilingual Students; Educational Research; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Language Skills; Learning; *Linguistic Competence; Mathematics Education; *Mathematics Instruction; *Metacognition; Minority Group Children; Spanish Speaking
IDENTIFIERS- *Mathematics Education Research

This paper examines intersections between mathematical and language performance in light of data collected from Hispanic students at varying stages of acquiring English as a second language at school. Emphasis is on aspects of the developing linguistic system as it affects underlying metacognitive processes related to mathematical performance. Sections of the report consider metacognition and bilingual learners; cognitive/academic language proficiency (CAL) and cognitive, analytic, mathematical proficiency (CAMP) intersections; the language of mathematics and metacognition; and the learning of mathematics in terms of person, task, strategy, and the regulation of cognition. Finally, implications for mathematics education are presented. Illustrations of behaviors of learners from primary grades to adults are interspersed. (MNS)

ED 268 099 SP 027 415

Menlo, Allen

A Cross-Cultural Comparison of Teachers' Perceptions of Good Practice and Associated Factors in England, W. Germany, and the United States.

PUB DATE- 4 Apr 85
NOTE- 70p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Foreign Countries; *Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- England; West Germany

This paper reports on a small, exploratory study which compared the perceptions and thinking of secondary school teachers in three countries--England, West Germany, and the United States--regarding teaching practice and several other factors which are related to the conduct of good practice. The study was conducted by the Frankfurt-Michigan-Sheffield Cross Cultural Study Program, a consortium of faculty and graduate student research teams in education units in the three countries. The study was designed to produce speculative generalizations and implications in their own right, although it was primarily a pilot effort prerequisite to the planning of a large scale, cross cultural study by the consortium. One school site in each cultural setting was selected for data collection. A structured interview schedule with both open-ended and scaled-response questions was employed. Results regarding several factors are presented in this report. The factors include: dimensions of daily practice; good practice; and the expression of care and the assertion of control. Nineteen data tables are contained in the text. The interview questions and related instruments are appended. (CB)

ED 268 216 UD 024 864

Sheret, Michael

PNG Education System: Equity Trends and Comparisons.

PUB DATE- Nov 82
NOTE- 16p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Economic Development; Educational Attainment; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Foreign Countries; Geographic Regions; Statistical Analysis
IDENTIFIERS- *Papua New Guinea

This paper identifies and discusses inequities in the educational system of Papua New Guinea (PNG). It begins by explaining the use of the Gini coefficient as an equity index, and then discusses inequities and equity trends in four concern areas: geographic distribution of formal education between provinces; educational achievement; distribution of education to individuals; and the economic system. Major findings of the study are as follows: (1) From 1975 to 1982, the distribution of primary and secondary enrollments between provinces became more equitable. (2) The distribution between provinces of Grade 10 examination achievement became more equitable between 1970 and 1980. (3) According to 1966 and 1971 census data, the distribution of education between individuals was very inequitable, mainly because of a large and increasing number of people without any schooling. (4) The distribution of economic activity (measured in 1975-76) between provinces was much less equitable than the distribution of education. (5) Use of a quantitative indicator, such as the Gini coefficient, is necessary to improving the objectivity of assertions about geographical equity. (KH)

ED 267 980 SE 046 502

Roth, Kathleen J.
Conceptual Change Learning and Student Processing of Science Texts.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Association of American Publishers, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April, 1985).
CONTRACT- NIE-400-76-0073
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; Cognitive Processes; *Concept Formation; *Elementary School Science; Intermediate Grades; Junior High Schools; *Photosynthesis; *Reading Processes; Science Education; *Textbook Content; Textbook Research; Textbooks
IDENTIFIERS- *Misconceptions; Science Education Research

In order to study why students have difficulty learning from science textbooks, this study investigated how middle school students use textbooks and how their thinking about one science concept (photosyntheis) was influenced by the reading of three different science texts. One of the texts used was an experimental one written to challenge and change students' common misconceptions about how plants get their food. The other two texts were commercially available texts covering the same content as the experimental text. Daily interviews were used to trace the thinking of students (N=18) as they read one text chapter over a 3-day period. This approach provided detailed information about the cognitive lives of students during textbook reading that has important implications for understanding learning processes, teaching, and textbook development. A unique part of the study was the exploration of conceptual learning from text. Findings, among others, show that both "good" and "poor" readers have difficulty learning from text because they use ineffective text processing strategies and that only students using a conceptual change strategy for processing text were successful in giving up or modifying their incorrect prior knowledge in favor of text explanations. (JN)

ED 268 010 SE 046 538

Fisher, Kathleen M.
Systematic Representation of Molecular Biology Knowledge.
PUB DATE- Oct 85
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For related papers presented in the same set, see SE 046 537-540.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Biology; *Cognitive Psychology; *College Science; *Concept Formation; Higher Education; *Knowledge Level; Science Education; *Science Instruction
IDENTIFIERS- Science Education Research

A small set of relationships has been identified which appears to be sufficient for describing all molecular and cellular reactions and structures discussed in an introductory biology course. A precise definition has been developed for each relationship. These 20 relationships are of four types: (1) analytical; (2) spatial; (3) temporal; and (4) process. Three different computer-based semantic network representations of molecular biology knowledge were developed. Two list-structure nets were useful in identifying problems in net design. The most successful of the three prototypes involved spatial representations (concept maps) for each concept, with the maps being linked together to form a network. Various styles of knowledge representation were tested with students enrolled in introductory biology. The students were most enthusiastic about exercises in which partially completed concept maps were given to them and they had to fill in the missing pieces (concepts or relationships). The systematic analysis of relationships between concepts reveals relationships not explicitly perceived before, even by experts. It is believed that these representational techniques will be useful in facilitating student learning. (Author/JN)

ED 268 023 SO 016 982

Brown, Steven R.; Steuernagel, Gertrude A.
The Structure of Political Theory.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Political Science Association (New Orleans, LA, August 29-September 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Intellectual History; Philosophy; *Political Science; Research Methodology; Scientific Methodology; *Social Influences; Social Science Research; *Theories

Knowledge of the external world is said to be secured in an objective fashion according to the principles of proof, refutability, and those canons of science which can be traced to Newton's four published Rules of Reasoning in Natural Philosophy. Much of scientific reasoning, however, especially in the human sciences, involves propositions incapable of either verification or falsification; yet belief in and commitment to unprovable propositions obviously influence scientific work and provide the basis for schools of thought. Political theories are organizations of subjective assertions which, along Q methodological lines, can be shown to be structured, thereby giving empirical substance to Newton's unpublished Fifth Rule. As a demonstration, leading hypotheses concerning the nature of political society are collected, and the views of major political theorists (Plato, Locke, Marx, et al.) are each modeled as Q sorts. Correlation then demonstrates the interconnections among these schools of thought, and factor analysis points to the intellectual traditions of Western political philosophy. Q sorts obtained from citizens from a variety of walks of life demonstrate the extent to which these traditions have penetrated the public mind. (Author)

ED 268 037 SO 017 024

Brown, Lester R.; And Others
State of the World 1986. A Worldwatch Institute Report on Progress toward a Sustainable Society.
Worldwatch Inst., Washington, D.C.
PUB DATE- 86
NOTE- 278p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agricultural Trends; *Developed Nations; Developing Nations; Disarmament; *Ecological Factors; Ecology; *Economic Development; *Economics; *Energy Conservation; Environmental Standards; Food; Foreign Policy; Health Needs; International Cooperation; *International Trade; Loan Repayment; National Security; Nuclear Warfare; Petroleum Industry; Population Trends; Power Technology; Water Resources; *World Affairs
IDENTIFIERS- Africa; Food Production; Ideology; Interdependence

The third of three annual assessments concentrating on the relationship between the world economy and its environmental support systems, this edition expands earlier themes on how economic demands of a world population approaching 5 billion affects the earth's natural systems and resources to embrace threats to security as well. The first of 11 sections, "A Generation of Deficits" (Lester R. Brown) examines not only deficits and debts in the United States, but in other countries as well. In section 2, "Assessing Ecological Decline," Lester R. Brown and Edward C. Wolf discuss profiles and social consequences of ecological decline, economic costs, "political fallout," and the need for integrated analysis. Next, in "Increasing Water Efficiency," Sandra Postel describes water-saving irrigation methods, new cropping patterns, recycling and reuse, conservation in cities, and balancing the water equation. The next section, "Managing Rangelands," (Edward C. Wolf) is followed by two articles, "Moving beyond Oil," and "Reforming the Electric Power Industry" by Christopher Flavin. Section 7, "Decommissioning Nuclear Power Plants," (Cynthia Pollock) addresses issues concerning decontamination and dismantlement, waste disposal, and cost. Two health articles: "Banishing Tobacco," and "Investing in Children," by William U. Chandler are followed by a look at "Africa's Decline," (Lester R. Brown and Edward C. Wolf). In the final section, "Redefining National Security," Lester R. Brown addresses new threats to security, militarization of the world economy, costs to the two super-powers, countries reducing arms outlays, and challenges to world peace. (LH)

ED 268 052 SO 017 047

Heywood, Stanley J.
Global Education for National and International Survival.
PUB DATE- 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Atlanta, GA, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Cognitive Mapping; Cognitive Structures; Cultural Awareness; Cultural Differences; Economics; *Educational Needs; Elementary Secondary Education; Geography Instruction; *Global Approach; Higher Education; History Instruction; Human Geography; Information Sources; Intercultural Communication; Physical Geography; Political Issues; Social Studies; *World Affairs; World History; World Problems

This paper discusses cognitive maps of the world that an individual needs to be considered educated. A cognitive map is the filing structure within the brain that allows an individual to encode, give meaning, and retrieve information relating to a variety of world matters. The first requisite is a cognitive map of the world of differences, whereby differences are seen as opportunities, as incorporating codes rather than exclusive codes. The next requisite is a cognitive map of where places are located and what the natural conditions are. A cognitive map of the world should include the religions and the languages of the world. A cognitive time frame of the world is another need. The educated individual should have some specific subordinate cognitive maps, e.g., the role of women might be a sub-classification in knowledge of the social differences of the world. To be educated, one needs a cognitive map of the humor of the world, as well as a cognitive map in political and economic terms. A final cognitive map is one of sources of current information on global affairs. Specific sources are discussed. (RM)

ED 268 067 SO 017 086

Thomas, Joy

Thoughts toward a Theory on the Effect of the Common Individual on Socio-Cultural Change: A Bibliographic Essay.

PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Anthropology; Behavior; Behavior Change; *Change Agents; Culture; Individualism; *Individual Power; Psychological Studies; Psychology; *Social Change; Social Science Research; Sociology
IDENTIFIERS- *Culture Transmission

Studies show that culture change initiated by the common individual is slow, but like the geologic forces shaping our earth, it is persistent and inevitable. Anthropology's response to Freud began the culture-and-personality school that stressed psychological rather than biological foundations of behavior. Recent studies perceive individuals as vessels by which culture is transmitted. Maintenance system models do not consider the process of cultural change. Diversity is necessary for the continued health of society, and behavioral variation can be compared to genetic mutation: variation must have adaptive value to be perpetuated. Most scholars see socio-cultural change through individual variation as much more gradual and less disruptive than do the dialectical theoreticians, who see socio-cultural change as a struggle between social life and individualism. Tradition can support change when there is a synthesis of the old with the new. Anthropological theory seems to be moving away from a perception of individuals marching lock step to the beat of culture. The mechanism by which cultures change or remain the same can only be their individual members. (Author/RM)

ED 268 082 SP 027 303

New Challenges for Teachers and Their Education. National Reports on Teacher Education: Background Material for a Session of the Standing Conference of European Ministers of Education (15th, Helsinki, Finland, May 5-7, 1987).

Council of Europe, Strasbourg (France).

PUB DATE- 16 Jan 86
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Research; *Educational Trends; *Foreign Countries; Higher Education; *Teacher Education; *Teacher Education Programs

This document brings together brief national reports describing teacher education in most of the countries which, as signatories to the European Cultural Convention, make up the Standing Conference of European Ministers of Education. Countries represented are: (1) Belgium; (2) Cyprus; (3) Denmark; (4) Finland; (5) France; (6) Federal Republic of Germany (West Germany); (7) Greece; (8) Iceland; (9) Ireland; (10) Italy; (11) Liechtenstein; (12) Luxembourg; (13) Malta; (14) The Netherlands; (15) Norway; (16) Portugal; (17) Spain; (18) Sweden; (19) Switzerland; (20) Turkey; (21) England and Wales; and (22) Austria. In each report, information is included on preservice teacher education, inservice teacher education, reforms, research, problems, and educational trends. (CB)

Roth, Robert A.
Teaching and Teacher Education: Implementing Reform. Fastback 240.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-240-2
PUB DATE- 86
NOTE- 45p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Admission Criteria; *Educational Change; Educational Research; Higher Education; *Teacher Certification; *Teacher Education; *Teacher Evaluation; *Teaching Conditions

Seven major areas of reform that are bringing significant changes in teaching and teacher education are documented and discussed: (1) improving the academic quality of students entering teacher education programs; (2) upgrading the standards for the accreditation of teacher education institutions; (3) raising teacher certification standards; (4) establishing performance evaluation of instructional personnel; (5) improving the content and structure of teacher education programs; (6) improving the quality of research on teacher education; and (7) improving the working conditions of teachers. The threat to the teaching profession posed by movements to admit into the profession individuals who have not had any formal teacher preparation is also discussed. (JD)

ED 268 131 TM 850 729

Rouse, William B.; Morris, Nancy M.
On Looking into the Black Box: Prospects and Limits in the Search for Mental Models.
Georgia Inst. of Tech., Atlanta. School of Industrial and Systems Engineering.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-TR-85-2
PUB DATE- May 85
NOTE- 82p.; An abbreviated version of this paper was presented at the Annual Conference on Manual Control (20th, NASA Ames Research Center, June 1984).
CONTRACT- N00014-82-K-0487
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; Cognitive Psychology; *Cognitive Structures; *Concept Formation; Cues; Experimenter Characteristics; Identification; Instructional Improvement; Interaction; *Models; Psychological Studies; Research Needs; Research Problems; Vocabulary Development
IDENTIFIERS- Expertise; Georgia Institute of Technology; *Knowledge Representation; Knowledge Sciences; *Mental Models; Psychological Constructs

This paper explores a wide range of issues associated with research on mental models. Based on a functional perspective, mental models are defined as the mechanisms whereby humans generate descriptions of system purpose and form, explanations of system functioning and observed system states, and predictions of future system states. Specifically, this paper reviews the ways in which different domains define mental models, characterize the purposes of such models, and attempt to identify the forms, structures, and parameters of models. The resulting distinctions among domains are described in terms of two dimensions: nature of model manipulation and level of behavioral discretion. Emerging salient issues include: (1) accessibility of mental models; (2) forms and content of representation; (3) nature of expertise; (4) cue utilization; and (5) instructional issues. Prospects for dealing with these substantive issues are presented. Limits in identifying mental models are due to the likelihood that the models are dynamic entities that can have a multiplicity of forms, biases imposed by scientists' own mental models, etc. Innovative (and validated) empirical approaches involving traditional experimental methods with newer methods (such as computational modeling and linguistic analysis) are recommended. A 94-item list of references is included. (PN)

ED 268 145 TM 860 070

Marso, Ronald N.
Testing Practices and Test Item Preferences of Classroom Teachers.
PUB DATE- Oct 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Constructed Response; *Educational Testing; Elementary Secondary Education; Higher Education; Instructional Program Divisions; Multiple Choice Tests; Questionnaires; Surveys; *Teacher Attitudes; *Teacher Made Tests; Teaching Experience; *Test Construction; *Test Format; Test Items; *Test Use

A questionnaire concerning the use of teacher made tests was completed by 123 public school teachers in Ohio. Five testing practices were examined: (1) number of teacher made tests given during a course or school year; (2) types of test items most commonly used; (3) sources used in obtaining test items; (4) information used in assigning grades; and (5) relative usefulness of the test item types. The responses were analyzed by grade level (K-4, 5-8, or 9-12) and by years of teaching experience (1-8, 9-13, or 14 or more). Results indicated that a large number of teacher made tests were administered; the mean frequency was 99.5 tests given during a typical school year. The mean frequency for a single course was 23.2, and teachers with 9 to 13 years of experience gave the greatest number of tests. The most common test item type was completion, followed by problem exercises, matching, multiple choice, essay, and true-false. Teachers' ratings of item usefulness favored matching items, followed by multiple choice, completion, true-false, problem exercises, and essays. Differences were noted among teachers' grade levels for perceived usefulness of test item types. Self-constructed items were the most important source of test items, used by 96 percent of the respondents. Other sources included textbook manuals (77 percent), workbooks (58 percent), and old tests (49 percent). Test scores were used by 97 percent of the teachers in assigning grades. Other criteria included daily work, class participation, and student projects. (GDC)

ED 268 159 TM 860 182

McLean, Leslie D.
The Craft of Student Evaluation in Canada: A Report to the CEA on Policies, Practices and Uses of Assessments of Student Achievement.
Canadian Education Association, Toronto (Ontario).
PUB DATE- 85
NOTE- 63p.
AVAILABLE FROM- Canadian Education Association, Suite 8-200, 252 Bloor St. W., Toronto, Ontario, M5S 1V5 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Educational Testing; Educational Trends; Elementary Secondary Education; Employer Attitudes; Evaluation Methods; *Evaluation Utilization; Foreign Countries; Grades (Scholastic); Higher Education; National Surveys; School Community Relationship; Student Attitudes; *Student Evaluation; Teacher Attitudes; Testing Programs; *Test Use
IDENTIFIERS- *Canada; Canadian Education Association

The Canadian Education Association sponsored a study to review and synthesize the literature on student evaluation; investigate changes in goals and methods; and make recommendations for improvement. Interviews were conducted in six provinces with administrative personnel, principals, and teachers. Employers and post-secondary institutions, as consumers of evaluation, were also surveyed. A model was developed for the relationships between evaluation, teaching, learning, time on task, students' self-concept and school attitudes, and teacher attitudes. Results indicated that achievement testing was common but little use was made of test results. There was increasing reliance on testing, and less on consultants, to assist in educational quality control. Employers were generally more concerned with attitudes and behavior than grades; banks and insurance companies were most interested in grades. Colleges were concerned about the comparability of schools' grades. The following recommendations were made: (1) raise the status of evaluation; (2) develop promotional materials discussing and explaining student evaluation; (3) establish a task force on evaluation and technological change within each province; (4) organize regional conferences on student evaluation; and (5) conduct a study of teachers' skills, attitudes, and feelings about evaluation. An annotated bibliography is appended. (GDC)

ED 268 173 TM 860 236

Shoffner, Sarah M.
Manual of Research Procedures for Longitudinal Follow-Up of Low-Income Youth. Cooperative Regional Project S-171. Dynamics of Life Plans and Attainment of Low-Income Youth: A Longitudinal Analysis.
North Carolina Univ., Greensboro.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- May 84
NOTE- 84p.; Additional support provided by the Agricultural Experiment Stations of Alabama, Kentucky, Michigan, Mississippi, North Carolina, Tennessee, and Virginia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Data Collection; *Followup Studies; Guidelines; High Schools; Intermediate Grades; *Interviews; *Longitudinal Studies; *Low Income Groups; Program Administration; Questionnaires; *Research Design; *Research Methodology; Sampling; Training Methods; Videotape Recordings

This manual includes strategies for conducting wave 4 of a longitudinal follow-up study. Part 1, Procedures for Researchers, outlines steps to be used in guiding the research process to achieve indepth, qualitative interviews with a group of the original sample members who were studied over a 15-year period. It includes guidelines and procedures for project management (securing the sample and human subjects clearance, preparing the research materials, planning for interviewers, handling data from taped interviews) and examples of resources (contact and follow-up letters, receipt for cash payment, points for interviewer/respondent contacts, sample transcription segment). Part 2, Interviewer's Manual and Videotapes, is a procedural training guide covering project history, interviewer's responsibilities, interviewing techniques, survey vs. qualitative interviewing, conducting interviews, location strategies, and the guided interview booklet. It also includes a description of videotapes developed to accompany the manual for use in training interviewers. On tape, regional committee members discuss the manual and show actual interview situations (simulated views and experiences) representative of situations interviewers will likely encounter. The tapes and the manual may be used in group training sessions or read and viewed by individuals. Appendices contain a background sheet for the interviewer, location strategies, and a 30-page questionnaire booklet. (Author/PN)

ED 268 202 UD 024 809

Hispanic Youth in Boston: In Search of Opportunities and Accountability. A Report by the Boston Latino Youth Policy Analysis Project.

Hispanic Office of Planning and Evaluation, Inc., Boston, MA.

SPONS. AGENCY- Hispanic Policy Development Project, Inc., New York, NY.

PUB DATE- Oct 84

NOTE- 71p.

AVAILABLE FROM- HOPE, Inc., 635 Tremont St., Boston, MA 02118 ($11.00 postage paid).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bilingual Education Programs; Dropouts; *Education Work Relationship; *Employment Opportunities; Equal Opportunities (Jobs); Grade Repetition; *Hispanic Americans; *Job Training; Population Trends; *Racial Bias; School Holding Power; *School Personnel; Socioeconomic Status; Underemployment; Unemployment

IDENTIFIERS- *Massachusetts (Boston)

This report discusses the school-to-work transition process of Hispanic youth in Boston. The report was prepared in response to the high rates of unemployment and participation in low-paying service sector jobs by Hispanics and was funded by a grant from the Hispanic Policy Development Project as part of a national effort to identify key public and private sector policy issues affecting Hispanic youth in the United States. The first section defines school-to-work transition and discusses some of the assumptions implicit in this term. It is the case for many Hispanic youth that they do not graudate from high school, thus breaking the transition; furthermore, for many of these youth their entry into the workforce is marked by periods of unemployment or underemployment. The report gives a socioeconomic overview of Hispanics in Boston. This is followed by a section on education and employment, which includes a discussion of racism in Boston and the problems of underrepresentation of Hispanics on the staff of Boston public schools, Hispanic students' dropout rates and non-promotions, a review of bilingual programs, and the experience of Hispanic youth in attempting to make a school-to-work transition in the face of racism. The last section deals with job opportunities and employment and training programs in Boston, including the Boston Private Industry Council, the Boston Compact, and the Tri-Lateral council for Quality Education. The report concludes with a summary, a list of recommendations, and a brief bibliography. (CG)

Regional Meeting of Pacific Islands Women's Non-Governmental Organizations.

South Pacific Commission, Noumea (New Caledonia).

PUB DATE- Mar 85
NOTE- 167p.; Papers presented at a Conference (Rarotonga, Cook Islands, South Pacific, March 19-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Opportunities; Employment; *Females; *Foreign Countries; *Health; Quality of Life; Sex Role; *Socioeconomic Status; Well Being
IDENTIFIERS- Cook Islands; Fiji; Guam; Kiribati; *Pacific Islanders; Pacific Trust Territory (Mariana Islands); Pacific Trust Territory (Marshall Islands); Pacific Trust Territory (Palau); Papua New Guinea; Wallis and Futuna Islands; Western Samoa

Papers presented at a 1985 regional conference of the Pacific Islands Women's Non-Governmental Organizations are provided in this document. Each paper reports on a different country and discusses developmental issues relating to women's role, such as medical programs, health, social status and welfare, education, employment, and other subjects. The nations discussed include: (1) French Polynesia; (2) the Marshall Islands; (3) Western Samoa; (4) Palau; (5) Wallis and Futuna Islands; (6) the Cook Islands; (7) the Northern Mariana Islands; (8) Niue; (9) Papua New Guinea; (10) Fiji; (11) Guam; and (12) Kiribati. (KH)

ED 267 996 SE 046 520

Bergman, Abby B.
A Science Curriculum Renewal Cycle.
Tenafly Public Schools, NJ.

PUB DATE- 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Objectives; Elementary Education; *Elementary School Science; Science Curriculum; Science Education; *Science Programs
IDENTIFIERS- Tenafly Public Schools NJ

Elementary science instruction in the Tenafly Public Schools became virtually nonexistent in the early 1980's and based on this realization, members of that school system embarked upon a 3-year curriculum renewal cycle. The process followed in the curriculum development plan is somewhat unique and may serve as a model for other school districts to follow. In phase I, a curriculum study group was formed with teacher representatives from all grade levels and areas of administration. Current practices were examined and literataure was reviewed and analyzed for local applicability. At the end of the year, recommendations for pilot projects were made. In phase II, the pilot projects were installed and subjected to an intensive evaluation involving input from students, teachers, administrators, and parents. At the end of the pilot year, recommendations for final implementation were made. Phase III involved the actual implementation of the new curriculum. Another intense evaluation was conducted and final recommendations were made. The viability of the newly-installed curriculum is considered to be 5 years, at which time the renewal cycle is slated to begin once again. The study group will remain intact to deal with problems and to infuse current ideas into the ongoing program. (Author/JN)

ED 268 083 SP 027 325

Bethel, Lowell J.; And Others

Pedesigning Teacher Education to Recruit Talented Candidates and Remediate "At Risk" Candidates Using Skills Test Scores and Related Data.

PUB DATE- Feb 86

NOTE- 49p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; *Aptitude Tests; *Education Majors; Grade Point Average; Higher Education; High Schools; *Predictor Variables; Racial Factors

IDENTIFIERS- Pre Professional Skills Test

This study was conducted to: (1) devise strategies to enable institutions of higher education to recruit talented students into teacher education; and (2) find the means for enabling "at risk" students to succeed on state mandated competency tests. The study identified and examined correlates of "at risk" and "at success" teacher candidates from three universities. The competency test scores and correlates of success or failure, such as grades, entrance examination scores, high school standing, and college classification were statistically analyzed for more than 400 students. Scores of the Pre-Professional Skills Test (PPST) were also analyzed. Both high school rank and class standing appeared to be strong variables for success in the PPST. Students with grade point averages over 2.5 generally scored higher on the PPST than did students with grade point averages below 2.5. Ethnicity was another variable associated with the success rate on the PPST. Recommendations are made for high school administrators and teachers regarding the effects of these variables on student success on the PPST. (CB)

ED 268 100 SP 027 419

Murphy, Joyce A.
The Maryland Teaching Effectiveness Network.
PUB DATE- Feb 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty Development; Higher Education; *Inservice Teacher Education; *State Programs; *Teacher Educators
IDENTIFIERS- *Maryland; *Teaching Effectiveness Network

The Maryland Teaching Effectiveness Network (TEN) is a long range staff development program for teacher education faculty, principals, and supervising teachers. The goal of TEN is to create and maintain a continuum between campus based courses and school based field experience in teacher education programs. A three-phase process is used to hold the continuum. In the first phase, teams from institutions of higher education are selected and trained. In the second phase, after higher education faculty achieve some comfort with the material, school principals and central office staff are added. The third phase involves the coordination of supervising teachers with the team. A brief study of the effectiveness of the program, and attitudes of participants toward the TEN program, determined that all of the personnel involved felt that the program was responsive and effective in bridging the gap between campus education and field based experience. All participants benefited from the program. (CB)

ED 268 117 SP 027 484

Ryan, Kevin
The Induction of New Teachers. Fastback 237.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-237-2
PUB DATE- 86
NOTE- 40p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789,

Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Parent Teacher Cooperation; Peer Relationship; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Orientation; Teacher Student Relationship; *Teaching (Occupation); *Vocational Adjustment

In this monograph, common problems faced by beginning teachers are discussed. These include: (1) encountering the unexpected demands of teaching in the familiar framework of the classroom; (2) understanding the role of the teacher in dealing with students; (3) communicating effectively with parents; (4) achieving a clear perspective on the authority and responsibilies of the principal; (5) establishing a sound rapport with other teachers; and (6) applying instructional skills to a specific curriculum. Suggestions are made on what the new teacher can do when faced with these problems, how the school can provide support for the new teacher, and what teacher education institutions can do to prepare students for the first year of teaching. (JD)

ED 268 011 SE 046 539

Callman, Joshua L.; And Others

Computer-Based Semantic Network in Molecular Biology: A Demonstration.

PUB DATE- Oct 85

NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For related papers presented in this same set, see SE 046 537-540.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; Cognitive Psychology; *College Science; *Computer Oriented Programs; *Computer Software; *Concept Formation; *Concept Teaching; Higher Education; Knowledge Level; Science Education; Science Instruction

IDENTIFIERS- *Concept Mapping; Science Education Research

This paper analyzes the hardware and software features that would be desirable in a computer-based semantic network system for representing biology knowledge. It then describes in detail a prototype network of molecular biology knowledge that has been developed using Filevision software and a Macintosh computer. The prototype contains about 100 linked concept maps. Design principles are delineated. For example, the decision was made not to include direct links between members of a set such as "RNA" and "DNA." To move from one to the other in the network it is necessary to move up the hierarchy to "nucleic acids" and back down. This requirement is pedagogically attractive and reduces clutter. Many other such principles are required to assure consistency in map generation. Working with information in the computer-based semantic network provides an experience heretofore unavailable. Project members find it is fun, and somewhat challenging even for creators of the database, to find paths from point X to point Y in the database. Moving through the net requires an integration of concepts that seems qualitatively different from that encountered in most other interactions with academic subject matter. (Author)

ED 268 024 SO 016 988

Purcell, Royal
The Concept of Being Human.
REPORT NO.- ISBN-0-933189-00-1
PUB DATE- 85
NOTE- 183p.
AVAILABLE FROM- Royal Purcell, 806 West Second Street, Bloomington, IN, 47401 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior; Futures (of Society); History; *Humanism; *Humanistic Education; Humanities Instruction; Human Relations; Interpersonal Competence; Philosophy; Quality of Life; Self Actualization

This analysis of the relationship between humanism and humanitarianism outlines educational goals that should lead to a more humane world. Section 1, an outline of human life examines six substructures--human life, individuality, amenity, contact, actualization, and problems. A definition and examples of humanism in section 2 are elaborated into a structure approximating the six levels of general behavior: gross level (personal survival), physical level (personal longevity), mental level (personal dignity), emotional level (personal differences), social level (personal love), and ideal level (personal growth). An analysis of humanism in history is followed by a similar outline of humanitarianism in section 3. Section 4, an outline of humanity, provides a humanity substructure, humanization procedure, and humanness qualities. Similarly, an outline of humanities in section 5 focuses on the importance of the humanities, changing content, universal and general education, liberal education and liberal arts, and humanistic application. The comments and summary presented in the final section report a personal philosophy of life and thoughts on human evolution and the human future. The "where" principle of personal behavior is then used to summarize the presentation. Principles of behavior concerning personal understanding, social perspective, and physical habitat are examined. Tables, chapter notes which include many references, and the index, all of which make up nearly half of the publication, conclude the document. (LH)

ED 268 053 SO 017 048

Youssef, Anga A.; Metti, Jemil

Proposal for Revising Social Studies Curriculum, Grades K-12.
Incorporating Thinking Skills Activities.

PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Convergent Thinking; Course Content; *Critical Thinking; *Curriculum Development; Curriculum Evaluation; Decision Making; Educational Objectives; Elementary Secondary Education; Integrated Curriculum; Logical Thinking; Media Selection; Needs Assessment; Problem Solving; Productive Thinking; Program Development; Program Evaluation; Program Implementation; *Skill Development; *Social Studies
IDENTIFIERS- Blooms Taxonomy

Procedures for revising a K-12 social studies program so that it includes thinking skill activities and for implementing the revised curriculum are discussed. Procedures are: the formation of a curriculum committee and sub-committees; current program assessment to determine needs regarding thinking skills; deciding on a rationale; selecting objectives; incorporating thinking skills into the objectives (with a focus on the cognitive domain as outlined in the six categories of Bloom's Taxonomy of Educational Objectives); determining the scope of the program; choosing the content; identifying and selecting instructional materials; and planning for program evaluation. To ensure that the revised curriculum is implemented in a manner that maximizes success, in-service teacher education workshops that focus on how to teach thinking skills must be conducted. The implementation process also involves determining whether computer assisted instruction is to used and to what degree. Finally, a timetable for reviewing and assessing the revised curriculum is essential. (RM)

ED 268 068 SO 017 087

Ginsburg, Alan L.; Hanson, Sandra L.

Values and Educational Success among Disadvantaged Students.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 26p.; For related document, see SO 017 088.
CONTRACT- 300-83-0211
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; *Educationally Disadvantaged; Educational Research; Ethnic Groups; Grade 10; High Schools; Moral Values; Parent Influence; Research Reports; Social Background; Social Environment; *Social Values; *Socioeconomic Influences
IDENTIFIERS- *High School and Beyond (NCES)

A research study shows the strong positive relationship between traditional personal values and academic success of students from various disadvantaged backgrounds. Four categories of values were examined: (1) the work ethic, (2) religious commitment, (3) parental support of success in school, and (4) peer group support of success in school. A sample of 11,885 tenth grade students from families whose socioeconomic status was below the national median were selected from 30,000 sophomore students in the 1980 nation-wide study, High School and Beyond Survey. Values of students whose GPAs were in the upper 20 percent of the nation were compared with those whose GPAs ranked in the bottom 20 percent. Comparisons were made within each ethnic and racial classification. Students in the top category of academic achievement tended to express much stronger support for traditional values than did those in the bottom GPA category. Furthermore, the students in the top category were much more likely to have parents and friends who supported success in school. This finding is the same for all disadvantaged populations represented in this study, which includes four racial or ethnic groups: Asians, Blacks, Hispanics, and Whites. This study suggests that development of character and intellect are intertwined. If teachers and parents collaborate to encourage positive values of students, they are likely to enhance academic achievement and success in school. (JP)

ED 268 160   TM 860 185

Bleistein, Carole A.
Application of Item Response Theory to the Study of Differential Item Characteristics: A Review of the Literature.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RM-86-3
PUB DATE- Jan 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Black Students; Comparative Analysis; *Culture Fair Tests; Literature Reviews; *Racial Differences; Research Problems; Sampling; Secondary Education; Statistical Analysis; *Test Bias; Testing Problems; Test Validity; White Students
IDENTIFIERS- Canada; *Three Parameter Model

Research on assessing the cultural fairness of individual test items is reviewed, with emphasis on Birnbaum's three-parameter logistic model. As defined in this review, differential item characteristics are exhibited when examinees from one group have a lower probability of answering correctly than do examinees of equal ability from another group. An item is assumed to be free of bias if the probability of responding correctly, given total score, is the same for all subpopulations. Other major methods of identifying differentially performing items and their limitations are briefly summarized: analysis of variance; transformed item difficulties; chi-square; and factor analysis. Twelve studies are reviewed. Subjects generally included black and white students; in some cases, hearing impaired students and Canadians were included. Comments by Petersen, Lord, and Ironson are also summarized. It is concluded that the three-parameter model's advantages include the relationship of the probability of a correct response to underlying examinee ability level and item characteristics; the model's ability to take guessing into account; and the fact that item parameters are sample-independent and invariant across groups. The model's limitations are also described; it is often difficult to use and impossible to apply. Sample sizes must be at least 1,000 and there should be at least 40 items to be analyzed. (GDC)

ED 268 188 UD 024 605

Ramon, Gilberto

Counseling Hispanic College-Bound High School Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 86p.

CONTRACT- 400-82-0012; 400-83-0023

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Aspiration; *Access to Education; College Admission; *College Bound Students; College Entrance Examinations; *Educational Counseling; Financial Aid Applicants; High Schools; *Hispanic Americans; Information Systems; Mexican Americans; Postsecondary Education; Puerto Ricans; School Counselors; *School Guidance; *Student Needs; Student Personnel Services; Students

This monograph addresses the need for improved counseling services for Hispanic students in order to promote their interest in higher education, prepare them for the task of getting admitted, and help them find financial aid. This is discussed as a functional process for which school counseling personnel have primary responsibility, and it is suggested that a systematic, school-wide approach to developing the Hispanic high school students into college-bound students be implemented. The paper includes a review of the research literature, an overview of the status of Hispanics in higher education, a look at characteristics of one segment of the Hispanic college-bound population (Puerto Ricans and Mexican Americans), and a discussion of key elements in a systematic counseling approach. The paper outlines an approach that would include having high academic expectations and a strong curriculum, early identification of potential college-bound students, an appropriate information system, adequate preparation for the testing and application processes, and strategies for using teacher, parent, and community resources. The monograph includes a listing of resources such as college guides, financial aid information, and community and professional organizations that serve Hispanics. (CG)

ED 268 217 UD 024 865

Aarons, Audrey
What Is a Community School? Decentralising Curriculum Planning in Papua New Guinea.

PUB DATE- Nov 82
NOTE- 21p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Education; *Community Schools; *Curriculum Development; Educational Policy; Elementary Secondary Education; *Foreign Countries; *Government Role; Lifelong Learning; Politics of Education; *School Community Relationship; *School District Autonomy
IDENTIFIERS- *Papua New Guinea

In Papua New Guinea (PNG), the concept of "community school" is crucial to national curriculum planning, but there is debate over what this term actually means. A "community school," as defined in this paper, is determined either by the manner in which a school functions in relation to its community or by the degree to which a school has developed programs which provide lifelong educational opportunities. Since 1976, when the first cycle of schooling in PNG was renamed "community school," there has been a wide variety of interpretation of the concept, and, in one area, curriculum planning, it has proved to be difficult to avoid tensions between the interests of particular groups, particularly between local and national management. Although the national Ministry of Education officially monitors the entire curriculum process, for the past ten years there has been a growing trend toward decentralisation. Now, curriculum planners must reconcile two goals: (1) to maintain some sort of national equivalence in the basic skills of literacy, numeracy, social and communication skills, and science; and (2) to provide administrative, financial and professional support to those schools and areas which wish to take initiatives of their own in response to community participation. (KH)

ED 267 981 SE 046 503

Toteff, Sally; Zehner, Cheri

Toward Hazardless Waste: A Guide for Safe Use and Disposal of Hazardous Household Products.

Municipality of Metropolitan Seattle, WA. Water Quality Div.; Seattle-King County Dept. of Public Health, Seattle, WA.

PUB DATE- Sep 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Chemistry; *Consumer Science; Environmental Education; *Hazardous Materials; Pesticides; Poisons; Resource Materials; Science Education; *Waste Disposal; *Wastes
IDENTIFIERS- Washington (King County)

This guide is designed to help individuals make responsible decisions about safe use and disposal of household products. It consists of eight sections dealing with: (1) hazardous chemicals in the home, how hazaradous products become hazardous waste, and whether a hazardous waste problem exists in Puget Sound; (2) which household wastes are hazardous; (3) household hazardous waste routes in King County (Washington); (4) hazardous household products (considering solvents, pesticides and herbicides, automotive wastes, and household cleaners); (5) safety considerations when working with hazardous products; (6) disposal recommendations; (7) what individuals and neighborhood groups can do about household hazardous wastes; and (8) various resources, including energy organizations, federal agencies, other government agencies (state, local, and regional), citizen groups, and environmental organizations. (JN)

ED 268 038 SO 017 027

Hartoonian, H. Michael
A Guide to Curriculum Planning in Social Studies Education.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Course Objectives; Curriculum Development; Educational Change; Educational Planning; Elementary Secondary Education; Ethics; Evaluation Methods; Futures (of Society); Graduation Requirements; *Integrated Curriculum; Resource Materials; *Sequential Approach; *Skill Development; Social Sciences; *Social Studies; *State Curriculum Guides; Textbooks

Designed to provide social studies educators with specific information for the development of local school district K-12 curriculum, this guide is organized into eight sections. Following an introduction, section 1 provides a rationale, goals, and major themes for the social studies and social sciences. Section 2 presents a scope and sequence organization by grade level. Section 3 examines thinking and reasoning as educational objectives and presents a rationale for an "Integrated Skills Network." Section 4, which focuses on evaluating and improving the social studies program, is followed by a discussion of the use of computers and software in the social studies. In section 6, resources and references for teachers are listed including professional organizations, information sources, and books for the social studies professional. Section 7 examines the changing curriculum, limitations of textbooks in an information age, the coordinating of schooling and education, the remodeling of the structure of knowledge and logic, balancing the fragmenting and binding forces of schooling, and the radical reconstruction of education. Appendices (section 8) provide information on graduation requirements, minimum allocated instructional time, writing in the social studies, the Directed Reading/Thinking Activity (DRTA),

state social studies publications and observance days, instructional television programs, and the use of informal classroom drama. (LH)

ED 268 101 SP 027 423

Teacher Summer Business Training and Employment Program 1984-85. Final Report. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Jan 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; Employment Opportunities; *Job Training; *Mathematics Teachers, *Part Time Employment; *Professional Development; *School Business Relationship; *Science Teachers; *Teacher Employment

The goals of this program were to employ math, science, and occupational education teachers in positions that would expose them to advances in science and technology, thus increasing their effectiveness as teachers, and to provide businesses with competent part-time employees. Eighty-two teachers were employed and 30 businesses were served by the program, which was funded by New York State and located in New York City. A survey questionnaire sent to both participating teachers and businesses sought to determine the success of the program. Responses from all of the participants were positive. The majority of teachers thought their placements effectively used their skills and helped them to develop new skills, and found their exposure to experience in the private sector rewarding. Responding businesses rated teacher performance highly. Almost all respondents thought that the employment experience would enhance teacher effectiveness in the classroom, and all respondents said that they would participate in the program again. (JD)

ED 268 132 TM 850 730

Butler, Ronald W.
Likelihood Methods for Adaptive Filtering and Smoothing. Technical Report #455.
Minnesota Univ., Minneapolis. School of Statistics.
PUB DATE- Oct 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; *Estimation (Mathematics); *Mathematical Models; *Maximum Likelihood Statistics; Monte Carlo Methods; *Prediction; Research Methodology; *Scoring; Simulation; Statistical Studies
IDENTIFIERS- Adaptive Filtering; EM Algorithm; Iterative Methods; Kalman Filtering; *Linear Models; Smoothing Methods

The dynamic linear model or Kalman filtering model provides a useful methodology for predicting the past, present, and future states of a dynamic system, such as an object in motion or an economic or social indicator that is changing systematically with time. Recursive likelihood methods for adaptive Kalman filtering and smoothing are developed. Unknown observational and systematic covariances in the dynamic linear model are estimated recursively using both the EM algorithm and the method of scoring. Such estimates when used in combination with the Kalman filter and fixed interval smoother allow for adaptive filtering and smoothing of state space predictors. In order to assess the performance of the EM and scoring methods for estimation, a small Monte Carlo simulation is performed. Two different types of adaptive filters constructed from the scoring method are described: (1) a fast filter that does not require storage of past data; and (2) a slower filter, that requires past data storage, and is based on the computation of a new maximum likelihood estimate. (PN)

ED 268 146 TM 860 072

Steele, Joe M.
Trends and Patterns in Writing Assessment.

PUB DATE- 8 Mar 85
NOTE- 8p.; Paper presented at the Annual Conference on the Assessment of Writing (3rd, San Francisco, CA, March 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Cognitive Processes; *Educational Trends; *Essay Tests; Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; Higher Education; *Persuasive Discourse; Student Evaluation; Verbal Communication; *Writing Evaluation; Writing Instruction; Writing Skills
IDENTIFIERS- *College Outcome Measures Project

Various approaches have traditionally been used to evaluate college students' writing performance. The College Outcome Measures Program (COMP), designed to assess and improve college programs, offers new ways to collect writing samples that include responses to reasoning and problem solving tasks. Thus, the effectiveness of written communication can be assessed, as well as the mechanics. Many writing samples have involved abstract essays addressed to an unspecified audience, rather than tasks which represent the kind of writing commonly done outside the classroom--such as letters which must make contact with the reader in a convincing way. Traditionally, students' writing has been evaluated to judge technical accuracy and mechanics, and to assign a grade, rather than to provide a reaction to students' ideas and to help in clarifying their thinking. Ironically, although evaluation threatens students, it is necessary to foster excellence. In COMP writing exercises, students respond to situational letter-writing tasks, and are provided with feedback on the plausibility and appropriateness of their ideas. Rather than one holistic rating, COMP defines proficiency levels on: (1) making contact with the relevant audience; (2) organizing ideas; and (3) using language in a clear and interesting way. At various points of instruction, COMP obtains writing samples in three content areas in order to achieve a reliable and valid measure of a student's level of proficiency. (GDC)

ED 268 174 TM 860 237

Koppel, Sheree P.; Isenhour, Karen D.
Map Out a Public Preschool Care and Education Plan: Multiphased Need Assessment for Program Decisions. Draft .
PUB DATE- Apr 86
NOTE- 73p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Community Study; Data Collection; Educational Planning; Evaluation Methods; *Interviews; *Needs Assessment; *Preschool Children; Preschool Education; Program Content; Program Descriptions; *Program Design; Public Schools
IDENTIFIERS- *Multiphased Need Assessment for Program Decisions

The Multiphased Need Assessment for Program Decisions (MAP) was designed to inform decision makers of a large urban school district concerning the need for early childhood programs in the community. The goals were to indicate the types of programs desired by the community; to bring together public school preschool experts; and to coordinate community perceptions, preschool professional expertise, and parental desires in a study preliminary to preschool program planning. This paper outlines the MAP process and discusses MAP implementation and findings. The study utilized three separate need assessment techniques: (1) community forums; (2) key informant process; and (3) nominal group technique. MAP resulted in full descriptions of program ideas agreed upon by community members, preschool professionals, and parents of preschool children. Following the study, a pilot preschool project was begun in three schools. These programs were successful enough to merit expanded services the second year after completion of the need study. The diversity of input and the potential for building consensus and developing commitment to resulting programs are unique results of the MAP process. The appendices contain data collected through each of the assement techniques used in the study. (PN)

ED 268 203 UD 024 813

Fullilove, Robert E., III
Modern Technology and Urban Schools.

PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Access to Education; *Black Students; *Computer Assisted Instruction; *Computer Literacy; Educational Technology; Education Work Relationship; Elementary Secondary Education; *Equal Education; *Mathematics Education; Minority Groups; *Urban Education; Urban Schools

This paper discusses the use of computers in urban schools and mathematics education as it relates to computer literacy, especially for black students. First, the importance of computer literacy as an entry to the technological workplace is emphasized and computer literacy is defined. Mathematics education is presented as an important step in achieving computer literacy. Research findings from other studies on access to and use of computers show that urban and Title I schools report heavy emphasis on computer-mediated remedial/basic skills instruction and suggest that computers are less accessible in predominantly minority elementary schools than in white schools. The lack of exposure of minority students to computers and information science is cited as a danger to their future in the workplace. Statistics show that black students fall far behind white students in mathematics education, but there are programs that have successfully challenged black students to achieve in mathematics. The Professional Development Program of the University of California at Berkeley is profiled. In conclusion, it is recommended that black students must be given access to computers; efforts must be substantially increased to help black students become computer literate rather than use computers for drill or remedial instruction; and steps must be taken to increase black students' proficiency in mathematics. Tables giving the data from studies are appended. (CG)

ED 267 997 SE 046 521

Gunstone, Richard F.; And Others

Developments in Style and Purpose of Research on the Learning of Science.

PUB DATE- Mar 86
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Educational Research; Elementary Secondary Education; *Learning Strategies; *Research Methodology; *Science Education
IDENTIFIERS- Australia; Misconceptions; *Science Education Research

Recent years have seen a substantial growth in research that probes children's ideas about natural phenomena. This paper places that research in a context which enables comprehension of how it informs and influences the practice of science education. To this end, past, present, and future styles of research are considered to: (1) demonstrate links between alternative conceptions research and earlier investigations of science learning; (2) identify new issues of importance for science education in current research on children's ideas; and (3) indicate directions that research should take. Consideration of past research inevitably involves an elaboration of personal epistemologies. Therefore, the first section of the paper considers the evolution over the last 20 years of the general direction of science education research at Monash University. More specific research on students' alternative conceptions of science are then outlined. This leads to a consideration of present research in terms of the relations between research and practice, and of the implications for further development. The future developments described focus particularly on research on the strategies used by learners, and on the continued growth of interaction between research and practice. The paper concludes with a discussion of emerging styles and purposes in science education research. (JN)

ED 268 054 SO 017 051

Kaplan, Barbara, Ed.
The Kodaly Concept: A Bibliography for Music Education. Kodaly: A Dynamic Tradition I.
Organization of American Kodaly Educators, Whitewater, WI.
PUB DATE- 85
NOTE- 76p.
AVAILABLE FROM- The Organization of American Kodaly Educators, Music Department, University of Wisconsin-Whitewater, WI 53190 ($9.50, $7.50 for members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Early Childhood Education; Educational Philosophy; Elementary Education; Folk Culture; Music Activities; *Music Education; *Music Techniques; Resource Materials; Teaching Methods
IDENTIFIERS- *Kodaly Method

This bibliography brings together a collection of materials dedicated to the Zoltan Kodaly philosophy of music education. Included in this volume are ten units; (1) books and monographs; (2) articles; (3) reports and papers; (4) dissertations and theses; (5) music, song collections, textbook series, and didactic materials; (6) selected titles in folksong literature; (7) audiovisual materials, including discography, radio, films, videotapes, filmstrips, games, and transparencies; (8) source books; (9) unpublished materials; and (10) organizations and addresses. Each unit provides bibliographic information for the items cited, including author, title, publisher/producer, date, volume, and address where appropriate. (JH)

Nesbit, Lamar, Jr.; Tadlock, James
Denouement of a Teacher Selection Process: Does It Predict Successful Classroom Performance?
PUB DATE- 20 Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Screening Tests; Teacher Employment; *Teacher Evaluation; *Teacher Selection
IDENTIFIERS- Jackson Municipal Separate School District MS

A large school district (Jackson, Mississippi) has implemented a state-of-the-art teacher evaluation procedure that yields a numerical performance value. A screening procedure for teacher employment has also been developed that provides several quantitative variables against which performance can be analyzed. All teachers are subject to the school district's mixed-criteria reduction-in-force procedures which include an annual performance evaluation score derived from ratings on 18 criteria. It is through the evaluation score that a measure of teaching performance common to all staff is found. This paper describes briefly both processes, although the primary objective of the study was an evaluation of the screening procedure using evaluation results as the criterion variable. Teacher performance scores are presented for the general teacher population (N=712) and the sample, teachers employed since implementation of the screening procedure (N=151). An evaluation statistical table depicts score ranges, mean, sigmas, standard error values, and z scores for both groups. Data are separated for different school levels. Variables from which data were generated from the teacher screening procedure include: in-district experience, outside experience, certification level, race, grade-point average, National Teacher Examination score, and screening interview score. (JD)

ED 268 218 UD 024 866

Donohoe, Denis J.
Moving Away from the Package of Subjects Curriculum in the Secondary School: Some Insights into Possible Problems from an Attempted Innovation in Papua New Guinea.
PUB DATE- Nov 82

NOTE- 12p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Educational Change; *Foreign Countries; *High Schools; Politics of Education; *Secondary School Science; *Teacher Qualifications; Teacher Role; *Technological Literacy
IDENTIFIERS- *Papua New Guinea

In the early 1980's the Papua New Guinea Department of Education developed a plan to supplement the existing academic curriculum of the four elite matriculation colleges (Grades 11-12) with experiences that gave some initiation into the design and use of technology and some understanding of its impact. The planners encountered difficulties of three types. The first related to opposition to any proposals for change in staffing patterns which threatened the promotion achievements or training investments of existing staff. The second problem was that any proposal for change could be seen as a threat to the capital investment in the existing curriculum. The third problem related to the membership of power groups, such as advisory committees and boards of studies. Dominance of these groups by individuals interested in maintaining the status quo or people without planning or system administration experience predisposed the committees to conservative decisions or delaying tactics. Solving these problems would require securing common understanding and acceptance of some new definition of a secondary teacher's competence, and paying more attention to the membership of planning and organizing groups. A postscript to the paper adds that the technology curriculum project continues to make "slow progress." (KH)

ED 268 069 SO 017 088

Hanson, Sandra L.; Ginsburg, Alan L.
Gaining Ground: Values and High School Success.

Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 59p.; Document contains several charts with small type. For related document, see SO 017 087.
CONTRACT- 300-83-0211
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; *Educationally Disadvantaged; Educational Research; Ethnic Groups; Grade 10; High Schools; *High School Students; Moral Values; Parent Influence; Research Reports; Social Background; Social Environment; *Social Values; *Socioeconomic Influences
IDENTIFIERS- *High School and Beyond (NCES)

This study examines effects of traditional American values, held by students, their parents, and their friends on the success of students in school and their use of out-of-school time. Students' values in this study refer to the work ethic, importance attached to education, and strength of religiosity. Indicators of parents' values are concerns for their children's success in school. Values of a student's friends refer to the importance they attach to education. Data for this study came from the sample of 30,000 sophomores in the 1980 High School and Beyond Survey, which involved 1,100 high schools throughout the country. In 1982, there was a follow-up study of this sample of students. The primary finding of this study was that traditional American values are important predictors of students' success in school, as indicated, for example, by high academic achievement and infrequency of discipline problems in school. Traditional values are twice as important as family socioeconomic status in predicting the success of students in school. Another major finding was that students with strong traditional values were more likely than those with less-traditional values to use time outside of school to reinforce learning in school. For example, there was a significant difference in the amount of time spent on homework. Likewise, students with parents and friends who valued education and good behavior in school were more likely to have success in school. It seems that efforts to improve the American educational system must take into account the values held by students, their parents, and their friends. (JP)

ED 268 084 SP 027 328

Bozik, Mary

Teachers as Listeners.

PUB DATE- 26 Feb 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; *Listening Skills; Oral Interpretation; *Receptive Language; Teacher Behavior; *Teacher Student Relationship

Listening has been shown to be critical to educational, social, and professional success and teaching is a profession requiring mastery level skill. This can be aided by teacher educational curriculum which includes communication studies in general and listening in particular, and by using communication specialists as consultants and inservice presenters. This paper explores the role of teacher as listener. Four topics are discussed: (1) the importance of listening to teaching; (2) the process of listening; (3) strategies for effective listening by teachers; and (4) suggestions for improving the listening ability of teachers. (JD)

Ridgley, Susan M.; Galvin, David V.
Household Hazardous Waste Disposal Project. Summary Report. Metro Toxicant Program Report No. 1A.
Municipality of Metropolitan Seattle, WA. Water Quality Div.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- Aug 82
NOTE- 162p.; For related documents, see SE 046 505-506. Parts C and E are not available from ERIC.
GRANT- EPA-P-000233-01
AVAILABLE FROM- Water Resources Section, Toxicant/HHHW Project. METRO MS/81. 821 Second Ave., Seattle, WA, 98104 ($2.30).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; *Consumer Science; Environmental Education; *Environmental Standards; *Hazardous Materials; *Pesticides; Poisons; Pollution; Science Education; *Waste Disposal; *Wastes

The Household Hazardous Waste Disposal Project was established as an interagency effort to reduce the level of toxicants entering the environment by developing a control plan for the safe disposal of small quantities of household chemicals. This summary report provides an overview of the aspects of this problem that were examined, and the steps that were taken to develop the control plan. The legal framework which controls the contents, labelling, and disposal of household toxic substances is reviewed in some detail. A brief examination of the contents, health effects, and environmental fate of four classes of consumer products (pesticides, paint products, household cleaners, and automotive products) is provided. In determining the extent of this problem, the literature was reviewed for studies which document the potential for environmental contamination from the disposal of these consumer products through landfilling, septic tank, and sewerage system disposal. A synopsis is provided of the results of the surveys and pilot projects that were conducted in the local Seattle metropolitan area. Finally, the elements of the regional control plan are described, as well as the recommendations for future action that were developed. Similar programs around the country that have been developed are described, and contacts provided. (Author)

ED 268 012 SE 046 540

Garb, Yaakov; And Others

Systematic Representation of Knowledge of Ecology: Concepts and Relationships.

PUB DATE- Oct 85

NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For related papers presented in this same set, see SE 046 537-539.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Psychology; Computer Oriented Programs; *Concept Formation; *Concept Teaching; *Ecology; Higher Education; Science Education; *Science Instruction; *Scientific Concepts

IDENTIFIERS- *Concept Mapping; Science Education Research

This study describes efforts to apply principles of systematic knowledge representation (concept mapping and computer-based semantic networking techniques) to the domain of ecology. A set of 24 relationships and modifiers is presented that seem sufficient for describing all ecological relationships discussed in an introductory course. Many of these relationships are identical to those used in describing molecular biology. The relationships can be divided into these classes: analytical; spatial; temporal; process; connector; and modifier. Methods used in developing and testing these relationships are described, including use of materials in an undergraduate plant ecology course. A prototype version of a semantic network of ecology knowledge is also described. A student can move through the network from concept to related concept via a relational pathway. In addition, at any time a user can "move up" to a definition frame for a concept or "move down" to an example frame for that concept. These additional features seem essential for adequately summarizing ecology knowledge. Their utility is not, however, limited to ecology since they could be added on to previously developed networks such as molecular biology. (Author/JN)

ED 268 025 SO 017 001

Zola, John; Zola, Jaye
Teaching about Peace and Nuclear War: A Balanced Approach.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-89994-305-5
PUB DATE- 85
NOTE- 106p.
CONTRACT- 400-83-0012
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Strategies; Citizen Participation; *Controversial Issues (Course Content); Coping; Current Events; Curriculum Evaluation; Educational Needs; Elementary Education; Global Approach; Instructional Material Evaluation; International Relations; Junior High Schools; Middle Schools; *Nuclear Warfare; *Peace; Relevance (Education); School Community Relationship; Social Studies; Teaching Methods; World Affairs; World Problems

Intended for educators interested in providing peace and nuclear war education in the public schools, this publication examines the nature of peace and nuclear war education, rationales for its inclusion in the public school program, and ways to deal with the controversial nature of the topics. The first of eight chapters presents a four-fold rationale. Peace and nuclear war education are considered appropriate content for (1) developing reflective and competent young adults, (2) increasing the relevancy of peace- and nuclear war-related content in today's world, (3) addressing psychological concerns of students, and (4) preparing young adults for civic involvement. Chapter 2 defines peace and nuclear war education and addresses commonalities between the two. Chapter 3 presents a rationale and criteria for teaching controversial issues. Chapter 4 examines biased and unbiased instructional materials, personal beliefs, age appropriateness, teaching methods, infusion of peace and nuclear war education into the middle school, junior high, and elementary school curriculum, and some helpful teaching hints. Materials and instructions for a curriculum materials analysis system are provided in Chapter 5. Chapter 6 gives suggestions for dealing with school and district level resistance to the political and controversial nature of peace and nuclear war topics. Annotated citations for over 20 teaching resources in Chapter 7 are followed by five concluding challenges in Chapter 8. A list of over 50 related references concludes the publication. (LH)

ED 268 039 SO 017 028

In Search of Mutual Understanding: A Classroom Approach to Japan.

Indiana Univ., Bloomington. Social Studies Development Center.

REPORT NO.- ISBN-0-943804-59-0
PUB DATE- 85
NOTE- 76p.
AVAILABLE FROM- Social Studies Development Center, Smith Research Center Indiana University, 2805 East Tenth Street, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Cross Cultural Studies; Foreign Countries; Foreign Culture; *Geography Instruction; Instructional Materials; Learning Activities; *Religion; *Second Language Learning; Units of Study
IDENTIFIERS- *Japan; Japan United States Textbook Study Project

An activity book is designed to address problems and oversights in classroom coverage of Japan discovered by the Japan/United States Textbook Study Project. Activities which focus on Japanese religion, language, and geography address two important questions: what immediate application does the textbook study have for classroom teachers and how can the work of scholars involved in the project find its way into daily classroom routine? Following an introduction and foreword, material is presented in 15 parts. "Culture Overview" provides a background reading on Japan for teachers. An introductory lesson on Japanese society and culture provides a pretest of student knowledge about Japan. A reading for teachers on Japanese religion is followed by a working outline for a lecture on religion and two student activities: organized vs. folk religion and religion in the modern Japanese family. A teacher reading on the Japanese language is complemented by Japanese language and pictograph activities for students. A geography overview for teachers is followed by four student activities: similarities and differences among the Japanese, a comparison or Japan and other Asian countries, earthquakes in Japan, and a look at facts and myths about Japan. A final section provides guidelines

for going beyond this booklet. (LP)

ED 268 102 SP 027 429

Niemeyer, Roger C.; Moon, R. Arden

Researching Decision Making in the Supervision of Student Teachers: A Study of Supervisory Judgements.

PUB DATE- 19 Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Educational Research; *Evaluation Criteria; Higher Education; *Student Evaluation; *Student Teachers; *Student Teacher Supervisors

The primary objective of this descriptive study was to garner a clearer understanding of how judgements are made by supervisors regarding the success or failure of student teachers. The secondary objectives were: (1) to identify what criteria are used to make decisions about the success or failure of student teachers; (2) to determine if these criteria change in emphasis over the duration of the student teaching experience, and (3) to determine if some criteria are deleted, added, or new labels attached. The research model used open-ended interviews with four experienced, practicing supervisors of student teachers to plot three composites of their thoughts on individual circles periodically throughout the semester. Their concentric circles provided a cause map, or idea schema, used by supervisors for decision making. Analysis of data did suggest criteria used and a shift in priority of criteria during the term. The research model seems to have potential for gathering data not usually obtained. (Author)

ED 268 133   TM 850 732

Wainer, Howard
On the Study of Matching Cut-Scores to Test Characteristics: An Observed Score Approach. Program Statistics Research Technical Report Series.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
REPORT NO.- ETS-RR-85-14; ETS-TR-85-56
PUB DATE- May 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cutting Scores; *Item Analysis; *Latent Trait Theory; Mastery Tests; Raw Scores; Scores; *Scoring; *Test Reliability; Test Validity
IDENTIFIERS- *Cut Score Characteristic Function

Techniques derived from item response theory are useful for estimating the reliability of test classification above and below the cutting score. Test developers can construct a test whose information is peaked in the region of the cutting score; users can select a test which provides the most information in this region. The Cut-Score Characteristic Function (CSCF) mirrors the item response theory approach and can be used with observed scores. The test is arbitrarily divided in half, and the cut score is relocated. With a 100-item test having a cut score of 60, two 50-item tests are created, each having a cut score of 30. The scores for the first test are plotted on the x-axis of a graph, while the proportion who passed the second test is plotted on the y-axis. The resulting curves indicate a test (1) with high discriminating ability whose location matches the cut score reasonably well; (2) which matches the cut score, but does not discriminate as well; or (3) which discriminates well but is poorly matched to the cut score. This method emphasizes the test's quality in the region of the cut score. A test could be split into halves repeatedly. (GDC)

ED 268 147 TM 860 074

Bremner, Frederick J.; And Others
The Reliability of Single Subject Statistics for Biofeedback Studies.
PUB DATE- Mar 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Variance; Auditory Stimuli; *Biofeedback; Biomedical Equipment; Electroencephalography; Higher Education; Interaction; *Reliability; *Research Design; Statistical Significance; Statistics; Transcendental Meditation; Undergraduate Students; Visual Stimuli
IDENTIFIERS- *Single Subject Research Design; Tactile Stimulation

To test the usefulness of single subject statistical designs for biofeedback, three experiments were conducted comparing biofeedback to meditation, and to a compound stimulus recognition task. In a statistical sense, this experimental design is best described as one experiment with two replications. The apparatus for each of the three experiments was the same: stimulus presentation and process control, data collection and storage, and data reduction and statistical analysis. The procedure for the three experiments was identical, except for counter balancing the order of treatments. Each of the three college subjects was given six weeks of meditation training, three weeks of biofeedback training, and one session of training with the compound stimulus (visual, auditory and tactile). Twenty seconds of electroencephalogram data were sampled from each of the three treatments. Analysis of variance confirms the hypothesis that biofeedback is significantly different from the other treatments and that the interaction between biofeedback and stimuli is also significant. The paper states that, in particular, the statistical difference between biofeedback and the other two treatments of this experiment is strong evidence to refute claims that biofeedback does not do anything. It is felt that the single subject approach described in this paper is very useful for biofeedback studies. Numerous tables and graphs are included. (PN)

ED 268 161 TM 860 221

Fuchs, Lynn S.; Fuchs, Douglas

Effects of Alternative Student Performance Graphing Procedures on Achievement.

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Disabilities; Effect Size; Elementary Secondary Education; *Graphs; Individualized Instruction; *Meta Analysis; *Paper (Material); *Reliability; Special Education
IDENTIFIERS- *Data Based Program Development

This meta-analysis investigates the effects on achievement of type of graphing paper employed in displaying student performance data collected over time. Ongoing curriculum-based measurement systems employing Data-Based Program Development (DBPD) provide a data source of 16 controlled studies with 17 effect sizes. A total of 3,494 subjects participated in these studies, with 81 percent of the investigations employing handicapped subjects. The average weighted unbiased effect sizes for six-cycle and equal interval paper, respectively, were .65 and .46. Hedges' analogue to analysis of variance indicated this difference was not statistically reliable. This study provides a basis for two conclusions: (1) the existing data base concerning methods for displaying student performance data indicates that type of graphing method does not affect student achievement reliably; and (2) this meta-analysis highlights the need for components of DBPD, including graphing conventions, to be contrasted within the context of controlled experimental investigations. Comparisons of DBPD components within controlled experimental studies should provide important knowledge about critical elements of ongoing monitoring systems for effective development of individualized instructional programs. Implications for special education practice are discussed. An appendix lists the reports included in the meta-analysis. (Author/PN)

ED 268 189 UD 024 699

Danziger, Sheldon; Gottschalk, Peter
How Have Families with Children Been Faring?
Wisconsin Univ., Madison. Inst. for Research on Poverty.
PUB DATE- Nov 85
NOTE- 61p.; Report prepared for the Joint Economic Committee of the Congress. For a related document, see UD 024 768.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Economically Disadvantaged; *Employed Women; *Family Financial Resources; *Family Income; Family Structure; Income; One Parent Family; *Poverty; *Socioeconomic Status; Welfare Recipients

This paper presents facts to use in evaluating changes in incomes of families with children, focusing on the period from 1967-1984 and making comparisons with the preceeding two decades. Changes in average family income are examined, as well as income changes in a variety of socioeconomic groups. Comparisons are provided of current and past economic performance and changes in the sources of family income. The major findings were: 1)average real income increased between 1967 and 1973 and declined between 1973 and 1984; 2) these changes contrast with the 1949-1969 period, when incomes grew rapidly for all families; 3) the period from 1967-1984 was one of rising income inequality, with income declines in the lower 40% of families and increases in the top 40%; 4) poverty in families with children has increased in the 1967-1984 period due in part to growth of female-headed households; 5) income decreases would have been even greater over the recent past had it not been for the increase in working women; 6) working wives raised mean family income and reduced poverty in the bottom fifth of the population from 1967-1984; and 7) while the real level and poverty-reducing effects of cash transfers have declined since 1973, transfers still reduce poverty significantly. These findings are examined in detail throughout the report and are illustrated in tables of statistical data. (CG)

ED 268 119 SP 027 523

Schumacher, Sally; And Others

Evaluation of a Collaborative Teacher Education Program: Planning, Development and Implementation, Phase III.

Virginia Commonwealth Univ., Richmond.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Dec 85
NOTE- 200p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Elementary School Teachers; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Program Development; *Program Evaluation; Program Implementation; *Teacher Education

The Richmond City Public Schools--Virginia Commonwealth University (VCU) Collaborative Teacher Education Program (CoTEEP) is a collaborative integration of preservice and inservice teacher education. Phase III of this program (1984-85) planned, developed, and began implementation of collaboration in preservice teacher education, determination of generic knowledge and educational beliefs objectives for preservice teachers, and establishment of university and school cores of teacher educators. It also continued the prior collaboration of planning and inservice education. This study presents the findings related to the VCU generic elementary education program prior to the project; collaboration in planning, evaluation and inservice education; the characteristics of entering preservice candidates, and the collaborative generic preservice objectives for elementary education majors' knowledge and educational beliefs. (JD)

ED 268 175 TM 860 238

Albanese, Mark A.; And Others

An Observational Study of the Lecture Delivery Style Characteristics of High and Low Rated Lectures.

PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
AVAILABLE FROM- Office of Consultation and Research in Medical Education, College of Medicine, University of Iowa, Iowa City, IA 52242.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Behavior Rating Scales; Higher Education; Interrater Reliability; *Lecture Method; *Lesson Observation Criteria; *Medical School Faculty; *Student Evaluation of Teacher Performance; *Summative Evaluation; Teacher Effectiveness; Test Reliability
IDENTIFIERS- *Lecture Characteristics Scale; Lecturers

This study identifies distinguishing differences in lecture delivery styles of lecturers rated by students in a large multi-instructor course: the Introduction to Clinical Medicine Course (ICM). The 20 lowest- and highest-rated lecturers of the 1982 and 1983 ICM courses served as the target group. Non-student raters observing the 1984 lectures completed the 49-item 6-option Lecture Characteristics Scale (LCS). The reliability of consensus ratings was greater than .70, indicating sufficient reliability to be used in subsequent analyses. To examine the relationship of student ratings of lecturers to observer LCS scores, t tests were completed for LCS subscores between the high and low rated lectures. For all six LCS subscores, statistically significant differences between the high and low lecturers were obtained. Out of 49 LCS items, 31 showed differences in means between the low and high groups that were statistically significant. Conclusions were: (1) student ratings of the most and least positively rated lectures showed a fair amount of stability across the three years studied; (2) independent observers were able to discriminate between lectures which students rated the highest and lowest; and (3) characteristics that discriminated the most effectively between the high and low rated lectures were the qualities associated with introduction/organization and student involvement. (Author/PN)

ED 268 204 UD 024 815

Pido, Antonio J. A.
The Pilipinos in America. Macro/Micro Dimensions of Immigration and Integration.
Center for Migration Studies, Inc., Staten Island, N.Y.
REPORT NO.- ISBN-0-913256-78-1
PUB DATE- 86
NOTE- 161p.
AVAILABLE FROM- Center for Migration Studies, 209 Flagg Place, Staten Island, New York, NY 10304 ($17.50 cloth--ISBN-0-913256-78-1, $12.95 paper--ISBN-0-913256-83-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *Cultural Background; *Economic Factors; *Filipino Americans; *Immigrants; Migration Patterns; *Political Influences; Racial Relations
IDENTIFIERS- Philippines; United States

This book examines immigration from the Philippines to the United States, in terms of the historical, economic, political, social, military, and cultural macro and micro structures that precipitate it. Certain aspects of race and ethnic relations are explored. The study begins with conceptual and theoretical considerations on the issues of immigration and perceptions of and integration among immigrants and host people. Chapter II provides information on the Philippines and its history and on the contemporary Pilipino population in the United States. Chapter III discusses the internal and external factors in the Philippines and the United States that contributed to the development of the macro structures leading to migration. Chapter IV describes how these macro structures determined periods of migration, types of immigrants across time, and the perceptions of the interaction, and Chapter V examines what it means to be a Pilipino in the United States. Finally, the implications of the study are summarized and some conceptual and theoretical suggestions for viewing majority and minority relations and the immigration process are given. Numerous tables present data throughout. (CG)

ED 267 998 SE 046 522

Jones, Gordon E.
Physics Demonstrations and Experiments for High School.
Mississippi State Univ., Mississippi State. Dept. of Physics.
SPONS. AGENCY- Phil Hardin Foundation, Meridian, MS.
PUB DATE- 85
NOTE- 123p.
AVAILABLE FROM- Physics and Astronomy Dept., Box 5167, Mississippi State University, MS 39762. ($14.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demonstrations (Educational); High Schools; *Laboratory Procedures; *Physics; Science Education; *Science Experiments; Science Instruction; *Secondary School Science

Presented are demonstrations and experiments that can be used by a variety of high school physics classes. The 131 demonstrations and 27 experiments were selected since they illustrate physical concepts clearly and directly, are simple to perform, and require a minimum of expensive or specialized equipment. Each demonstration and experiment is accompanied by a label, a (I) or a (II), which appears in the text after the title. A (I) designation indicates that the equipment or material required is particularly simple; it is not expensive nor does it require shop skills to build. Some of the demonstrations and experiments designated (II) require equipment that some high schools will not have. In many cases, however, the equipment can be constructed readily and inexpensively in the school shop. In addition, some of the demonstrations can be modified to avoid the need for equipment that is not on hand. The classification of an activity as a demonstration rather than an experiment, or vice-versa, is sometimes arbitrary. The individual teacher can best decide whether to perform it as a demonstration for the class or to let students perform it as an experiment. (JN)

ED 268 085 SP 027 333

Child Health and Fitness. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-ninth Congress, First Session on Examining Problems Confronting the Physical Condition of Our Children and Ways to Help Them.

Congress of the U.S., Washington, D.C.
REPORT NO.- Senate-Hrg-99-267
PUB DATE- 24 Sep 85
NOTE- 147p.; Portions printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Body Weight; *Cardiovascular System; Elementary Secondary Education; *Exercise; Health Education; Nutrition; *Obesity; *Physical Activities; Physical Education; *Physical Fitness

Testimony and prepared statements on child fitness and health in the United States were presented at this hearing. Physical fitness experts testified on: (1) the potential dangers faced by physically unfit children; (2) the connection between obesity and cardiovascular diseases; (3) the role of physical education and athletics in keeping children fit; (4) the importance of nutrition education in the schools; (5) testing for physical fitness; and (6) the role of the school in health education. Statistical data on physical fitness and the American child are included. (JD)

ED 268 055 SO 017 052

Reynolds, William Bradford

How the Constitution Secures Rights.

Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 14 Nov 85
NOTE- 16p.; Remarks presented before the University of Virginia Law and Graduate Republican Club (Charlottesville, VA, November 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Civil Liberties; *Constitutional History; Constitutional Law; Government (Administrative Body); Governmental Structure; Justice; Resource Materials; *United States History
IDENTIFIERS- Bicentennial; Federalism; *Madison (James); *United States Constitution; *Washington (George)

The contributions that George Washington and James Madison made to the creation of the United States Constitution are discussed. As host of the Mount Vernon Conference and president of the Philadelphia Convention, Washington brought to the growing movement for a new constitution great dignity and political stature. Washington's stamp of approval for the new Constitution gave the advocates of the Constitution, the Federalists, a hefty advantage in the rhetorical battle for ratification. While Washington was the spiritual force behind the Constitution's framing, it was Madison who was the intellectual force. Madison, who first confronted the theoretical problems of confederalism head on, became the dominant voice in the creation of the American republic. It was Madison who argued for the "judicious modification of the federal principle," i.e., the dimunition of state sovereignty and an extension of the sphere of influence of the national government. This bicentennial year of the Constitution is a time to glorify the Constitution. It is a time to reaffirm those lasting truths that undergird our individual rights and to salute those responsible for the Constitution's creation. (RM)

ED 268 219 UD 024 867

Newman, R. S.
But Based on What? Village Primary Education and Urban Educationists in India.
PUB DATE- Nov 82
NOTE- 12p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Anthropology; Educational Improvement; *Educational Research; Elementary Education; *Field Studies; Foreign Countries; Research Methodology; *Research Needs; Rural Schools; *School Community Relationship
IDENTIFIERS- *India

Although the Indian education system is probably the largest in the world, little is really known about what goes on in Indian educational institutions. The information that does exist can be grouped into four types: prescriptive, general description, widely statistical (based on government statistics), and specifically statistical (based on surveys). None of these approaches have been used effectively in developing a realistic picture of India's schools. What is needed is an anthropological approach, a methodology based either on the classic field work model or the use of ethnomethodology, which intersects with linguistics. The remainder of this paper presents an example of anthropological education research. It reports the results of field work, conducted at the village of Lilauli in the 1960s, on the relationship of the local school to the community. It describes: (1) the leck of school inspection; (2) the reliance of district authorities on the local school teacher for enrollment and attendance statistics; (3) the organizational goals of Lilauli for its school; and (4) the role of the school within the traditional village socialization process. (KH)

ED 267 983 SE 046 505

Dyckman, Claire; And Others

SLEUTH (Strategies and Lessons to Eliminate Unused Toxicants: Help!). Educational Activities on the Disposal of Household Hazardous Waste. Household Hazardous Waste Disposal Project. Metro Toxicant Program Report No. 1D.

Municipality of Metropolitan Seattle, WA. Water Quality Div.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.

PUB DATE- Aug 82

NOTE- 214p.; For related documents, see SE 046 504-506.

GRANT- EPA-P-000233-01

AVAILABLE FROM- Water Resources Section, Toxicant/HHHW Project. METRO MS/81. 821 Second Ave., Seattle, WA, 98104 ($3.60).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Chemistry; *Consumer Science; *Environmental Education; Environmental Standards; *Hazardous Materials; Intermediate Grades; *Learning Activities; Problem Solving; Science Activities; Secondary Education; *Waste Disposal; *Wastes

This teaching unit is part of the final report of the Household Hazardous Waste Disposal Project. It consists of activities presented in an introduction and three sections. The introduction contains an activity for students in grades 4-12 which defines terms and concepts for understanding household hazardous wastes. Section I provides activities in which students explore where wastes go and how to make appropriate choices when disposing of wastes. Activity strategies include reading, writing, hypothesizing, problem-solving, map reading, research and computation. Section II contains problem-solving activities in which students act out problems of toxic chemical disposal. Activity strategies include listening, speaking, discussion, debate, problem-solving, group discussion, role playing, and research. Section III contains a series of activities which focus on national issues of hazardous wastes disposal in larger than household quantities and also on laws, regulations, and government responsibility. Activity strategies include values clarification, debate, discussion, analysis, and vocabulary development. The final section contains supplemental activities (such as labelling exercises and chemistry activities) and references. (JN)

ED 268 013 SE 046 555

Thompson, Charles, Ed.; Vaughan, Larry, Ed.
Computers in the Classroom: Experiences Teaching with Flexible Tools. Teachers Writing to Teachers Series.
Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jan 86
NOTE- 164p.
GRANT- NIE-G-82-0017
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Databases; Elementary Secondary Education; Problem Solving; *Programing; Science Education; Social Studies; *Word Processing; *Writing Instruction
IDENTIFIERS- *Computer Uses in Education

First-hand accounts of what teachers have done with students and computers in their classrooms, how students have responded, and what and how teachers have learned from these experiences are discussed in the 19 articles in this book. The articles are presented under these headings: (1) teaching writing with word processors; (2) learning to inquire through database programs (considering integrating database programs across the curriculum databases throughout and beyond a junior high school, and IMMIGRANT-a social studies simulation for AppleWorks); (3) other applications that make room for teachers (addressing microcomputer-based laboratories, filling a gap in reading comprehension programs, and musical computing); and (4) learning to program and programming to learn (discussing 3 years with Logo in a third-grade classroom, mathematics classroom problem-solving with notebook computers, enriching mathematics with computer activities, selecting a writing adventure, and other areas). Summaries of the articles are provided in an introduction. (JN)

ED 268 070 SO 017 092

Parker, Franklin
History of Chinese Education and Culture: Annotated Bibliography.
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Asian History; *Chinese Culture; Conflict; Educational Change; *Educational History; Educational Policy
IDENTIFIERS- *China; Chinese People; Taiwan

This extensive annotated bibliography includes books and articles on Chinese education and its impact on Chinese culture from ancient times to today. Both English and foreign language documents are included; all non-English entries are accompanied by English abstracts. The alphabetized entries include such topics as: (1) the impact of Confucianism on education in the Nineteenth Century; (2) childhood in China in the Eighteenth Century; (3) comparisons of educational policy in the Sui, Yuan, Ming and Ch'ing eras; (4) class conflict and education during various periods of Chinese history; (5) education in the Republic of China on Taiwan; and (6) contemporary educational reform after the Cultural Revolution. (CFR)

ED 268 086 SP 027 334

Landers, Thomas J.

Strategies for Increasing Scholarly Productivity in Schools and Colleges of Education.

PUB DATE- 27 Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Faculty Development; *Faculty Workload; Higher Education; *Noninstructional Responsibility; *Schools of Education; Teacher Education Programs; *Teacher Educators
IDENTIFIERS- Gallaudet College DC

A case study, in which a school of education increased scholarly production among its faculty members, is reported. The changes took place over a five-year period, and statistics are given for the trends which have developed from these changes. Background information is presented about Gallaudet College (District of Columbia) and the state of scholarly production among faculty members before implementation of the strategies to increase faculty projects. Changes made in the organizational value systems, faculty credentials, program credentials, publications, papers and presentations, professional involvement, and morale are detailed, as are the results of the changes. Strategies through which the changes were implemented are also discussed including: (1) monitoring and reporting; (2) planning; (3) clear communication; (4) leadership by example; (5) positive reinforcement; and (6) organizational and technical support. The paper concludes that the combination of these strategies resulted in increases in faculty grant production, research activity, paper presentations, and publications over a five-year period. (CB)

ED 268 103 SP 027 431

Howey, Kenneth R.; And Others

Issues and Problems in Professional Development. A Review of Selected Literature Pertaining to the Recruitment and Initial, Inductive, and Inservice Education of Teachers.

North Central Regional Educational Lab., Elmhurst, IL.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 150p.
GRANT- NIE-G-84-0015
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; *Inservice Teacher Education; Staff Development; Teacher Orientation; *Teacher Recruitment; *Teacher Selection; Teacher Supply and Demand

This monograph provides a review of selected literature that addresses issues and problems in the preparation and continuing development of professional educators. The focus is upon relevant contextual and institutional factors that impinge upon professional development, and an examination is made of the literature related to the primary persons or individuals involved; i.e., pre- and inservice teachers and teacher educators. The curricula and instructional procedures that define professional development are delineated. The paper is organized to focus on four stages of professional development: (1) recruitment and selection; (2) preservice teacher eduction; (3) induction into teaching; and (4) inservice teacher education. Each stage is examined from the dual perspectives of contextual and institutional issues and concerns about individuals, and the curricular and program designs embedded in these stages. The literature reviewed includes research, and descriptive and analytical studies. An extensive bibliography is included. (JD)

ED 268 134 TM 850 735

Mislevy, Robert J.
Recent Developments in the Factor Analysis of Categorical Variables. Research Report.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-24
PUB DATE- Jul 85
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Estimation (Mathematics); *Factor Analysis; *Factor Structure; Latent Trait Theory; *Least Squares Statistics; *Mathematical Models; *Maximum Likelihood Statistics; Statistical Studies
IDENTIFIERS- *Categorical Data

This paper reviews recent work in factor analysis of categorical variables. Emphasis is on the generalized least squares solution. A section on maximum likelihood solution focuses on extensions of the classical model, especially the normal case. Many of the recent developments have taken place within this context, and it provides a unified framework of exposition against which other models may be introduced in contrast. Section 2 provides a brief review of factor analysis of measured variables, setting up notation and formulas in this more familiar context. Section 3 introduces the common factor model for dichotomous items. Sections 4 and 5 discuss estimation of factor loadings from matrices of tetrachoric correlations, unweighted and weighted respectively. Section 6 discusses a full information solution based on the method of maximum likelihood. Finally, section 7 outlines a number of extensions to the basic model under investigation. These include Bayesian prior distributions on unique variances, confirmatory factor analysis, comparisons of factor structures between groups, and relaxation of assumptions about response functions and population distributions. Eight pages of references are included. (PN)

ED 268 148 TM 860 138

Holland, Paul W.; Thayer, Dorothy T.
An Alternate Definition of the ETS Delta Scale of Item Difficulty. Program Statistics Research.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
REPORT NO.- ETS-RR-85-43; ETS-TR-85-64
PUB DATE- Oct 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Difficulty Level; Error Patterns; Estimation (Mathematics); *Item Analysis; *Mathematical Models; Predictive Validity; *Scaling; *Test Items
IDENTIFIERS- *Delta Scale; *Logit Analysis

An alternative definition has been developed of the delta scale of item difficulty used at Educational Testing Service. The traditional delta scale uses an inverse normal transformation based on normal ogive models developed years ago. However, no use is made of this fact in typical uses of item deltas. It is simply one way to make the probability scale of item difficulty a more useful set of units that are not compressed near 0 or 1. The alternative scale uses a different function to achieve the same result. Both a logistic definition and a normal definition can be calculated. For item difficulty between .10 and .90, the difference between the standard definition of the delta scale and one based on the logistic distribution is negligible. The logistic definition scales very easy items as easier than the normal definition. This change in the delta scale, as compared with the traditional delta, would have little effect on the values of the statistics used. However, it offers the advantage of the use of logits. Also, differences in item deltas (e.g., for a comparison of two subpopulations' performance on an item) can be interpreted in terms of odds-ratios of the corresponding difficulty values. (GDC)

ED 268 162 TM 860 222

Spray, Judith A.; Welch, Catherine J.
Effects of Item Difficulty Heterogeneity on the Estimation of True-Score and Classification Consistency.
PUB DATE- 17 Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Difficulty Level; *Estimation (Mathematics); *Mathematical Models; *Maximum Likelihood Statistics; Nurses; Postsecondary Education; Regression (Statistics); Scores; *Simulation; Statistical Analysis; *Test Items
IDENTIFIERS- Binomial Error Model

The purpose of this study was to examine the effect that large within-examinee item difficulty variability had on estimates of the proportion of consistent classification of examinees into mastery categories over two test administrations. The classification consistency estimate was based on a single test administration from an estimation procedure suggested by Subkoviak (1976). The Fundamentals of Nursing, an ACT Proficiency Examination Program test, was administered. This test consists of item sets from six subject matter categories ranging in length from 8 items to 52 items, with the average length approximately 20 items. Analyses of both actual and simulated data revealed that the use of a single, overall-item difficulty estimate for an examinee's true-score, even when item difficulty varied greatly within an examinee, did not influence the estimation of the proportion of consistent classifications any more than homogeneous difficulty situations. (Author/PN)

ED 268 190 UD 024 746

Passow, A. Harry
Educational Programs for Minority/Disadvantaged Gifted Students.
PUB DATE- Feb 86

NOTE- 30p.; Paper prepared for presentation in the Distinguished Lecturer Series of the San Diego Unified School District (San Diego, California, February 6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; American Indians; Asian Americans; *Black Students; Elementary Secondary Education; Females; *Gifted Disadvantaged; Hispanic Americans; *Minority Groups; *Program Design; *Student Placement; Teacher Attitudes

This paper discusses educational programs for minority students, including females, disadvantaged and gifted. The paper begins with a section on the history of minority underrepresentation in gifted programs and gives a series of reasons why appropriate educational opportunities for these children have been difficult to establish. Perhaps the greatest barriers are attitudes and expectations which tend to lump all talented students into one category without reference to their individual personal and cultural backgrounds. The next section describes the goals and methods of some existing programs for disadvantaged gifted students. In the next section, suggestions are given for planning successful programs for this group that include the following: 1) goals and objectives for the disadvantaged gifted should be the same as for other gifted students; 2) multiple criteria and procedures should be used to identify gifted students; 3) a differentiated curriculum should be provided for the disadvantaged gifted; 4) programs should include instruction in learning how to learn, and should be culturally pluralistic, encourage creative approaches to learning, and deal intelligently with language development; 5) expectations should be high; 6) learning should be extended into the community; 7) opportunities for staff development should be provided; and 8) programs should work to create a school and community which will nurture the potential of the disadvantaged and gifted. The paper's final section deals specifically with identifying and educating gifted women. (CG)

ED 267 999 SE 046 523

Jones, Gordon E.
A Demonstration Manual for Inexperienced High School Physics Teachers.
PUB DATE- 27 Jan 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American Association of Physics Teachers (Atlanta, GA, January 27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Demonstrations (Educational); High Schools; *Material Development; *Physics; Science Education; Science Experiments; *Secondary School Science; Teacher Improvement; *Teaching Guides
IDENTIFIERS- *Mississippi

A course was developed to help science teachers in Mississippi teach physics. Most of those teaching the subject were inexperienced in physics, had limited background in the subject, and were in need of help. The course provided these teachers with a deeper understanding of physics principles, emphasized problem-solving strategies, and included many simple demonstrations and experiments. As a result of the course, a manual containing about 125 demonstrations and 25 experiments was developed. Criteria for selection of demonstrations and experiments included the following: (1) they should illustrate clearly and directly the concepts that teachers would normally include in their courses; (2) they should be simple to perform; and (3) they should require a minimum of expensive or specialized equipment. The manual has been enthusiastically received by Mississippi high school physics teachers and illustrates how an institution of higher education can be of significant service to high school teachers. (JN)

ED 268 026 SO 017 002

Moran, Michael J.

From Cutlass to Agribusiness: Caribbean Food and Agriculture in Transition within a Global System.

PUB DATE- Aug 85
NOTE- 23p.; Paper presented at a Special Conference of the World Future Society (Washington, DC, August 8-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Production; Change Strategies; *Economic Development; *Food; *Futures (of Society); *Global Approach; International Cooperation; International Relations; *Peace; Social Attitudes; Trend Analysis; Unemployment
IDENTIFIERS- *Caribbean; Interdependence

This examination of the future role of food and agriculture in world peace and prosperity presents a regional cross-country view of the Caribbean countries with emphasis on the Caricom English speaking countries within a global food system environment. Following an introductory section, the second of six sections focuses on two broad agricultural objectives, farm structure attitude toward agriculture, traditional crops, food imports and self-sufficiency, consumption patterns, and growing unemployment in the Caribbean region. Section 3, "Structural Adjustment and the Food System," outlines guidelines for future harmonization of policies proposed at a 1984 Conference of Heads of Government. Special attention is given to the promotion of agricultural re-development, agricultural diversification and exports, and the management of production and marketing. Section 4 examines major trends reflecting a movement towards greater market orientation and interdependence. Section 5, which focuses on three major issues to consider in the development of a more equitable world food and agricultural system, concludes that policy makers must: (1) ask themselves who benefits from food and agricultural reforms and how these changes move the system toward access to nutritious food for everyone; (2) "make haste slowly"--starting from the real situation rather than the ideal and determining what is possible; and (3) take a risk sharing attitude by sharing the responsibility of success or failure in future food and agricultural development. The final section calls for world cooperation in food and agricultural development. (LH)

ED 268 040 SO 017 029

Gibbs, Virginia G., Ed.
Latin America: Curriculum Materials for the Middle Grades.
Wisconsin Univ., Milwaukee. Center for Latin America.
PUB DATE- 85
NOTE- 399p.
AVAILABLE FROM- Center for Latin America, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201 ($19.50 plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Teaching; Family Life; Folk Culture; Food; Foreign Countries; Games; Geography; Holidays; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Languages; *Latin American Culture; *Latin American History; Latin American Literature; Latin Americans; Learning Activities; Religion; *Social Studies; *Spanish; Spanish Culture; Teacher Developed Materials; Units of Study
IDENTIFIERS- Argentina; Brazil; Caribbean; Central America; Mexico; Peru; Venezuela

Self-contained activities that will help social studies or Spanish foreign language students in grades 6-8 learn about the history and culture of Latin America are provided. Following an introductory unit, the activities, ranging from easy to complex, are organized by the following countries and areas: Mexico, Central America and the Caribbean, Venezuela, Peru, Brazil, and Argentina. Summary units conclude the document. Activity themes and concepts are many and varied and include agriculture, art, colonization/colonialism, economics, education, exploration/conquest, family, flora and fauna, folklore, food, games/leisure, geography, holidays, human rights, interdependence, language, life style, migration, natural resources, politics/government, poverty, race/ethnicity, religion, revolution, slavery, social class, transportation, United States/Latin American relations, urbanization, urban/rural issues, women, and work. Information provided for each activity includes concept, activity description, objectives, materials needed, teaching procedure, and related activities. The appendices contain drama hints and an extensive listing of organizations to be contacted for further resources on Latin America. The list includes university centers, cultural resources, human rights and religious groups, national and international organizations, consulates and embassies in the United States, tourist boards and trade bureaus, and periodical sources of current information. (RM)

ED 268 120 SP 027 598

A Nation Prepared: Teachers for the 21st Century. The Report of the Task Force on Teaching as a Profession.

Carnegie Corp. of New York, N.Y.

REPORT NO.- ISBN-0-9616685-0-4
PUB DATE- May 86
NOTE- 168p.; Prepared by the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession.
AVAILABLE FROM- Carnegie Forum on Education and the Economy, P.O. Box 157, Hyattsville, MD 20781 ($9.95 prepaid, 1-10; $8.95 prepaid, 11-25; $6.95 prepaid, 26 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Policy; Minority Groups; *Teacher Certification; Teacher Salaries; *Teaching (Occupation); *Teaching Conditions

This report argues that if the United States is to have a vibrant democracy, avert the growth of a permanent underclass, and have a high-wage economy, schools must graduate the vast majority of students with achievement levels long thought possible only for a privileged few. In the face of an increasing demand for teachers, a declining supply of well-educated candidates and a particularly acute need for minority teachers, an integrated plan is presented for restructuring the schools and redefining teaching as a career that includes the following central components: raising the standards for teachers through the creation of a National Board for Professional Teaching Standards; strengthening their educational preparation by requiring a bachelors degree in the arts and sciences as a prerequisite for the professional study of teaching and by developing a new professional curriculum in graduate schools of education leading to a Master in Teaching degree; revamping their compensation system to make teacher salaries and career opportunities competitive with other professions; creating a

professional environment for teaching that permits teachers to decide how best to meet state and local goals for children while holding them accountable for student progress; introducing a new category of Lead Teachers with proven ability to provide active leadership in the redesign of schools and in helping their colleagues uphold high standards of learning and teaching; and mobilizing the nation's resources to prepare minority youngsters for teaching careers. (Author)

TM

ED 268 176   TM 860 240

Campbell, N. Jo
Technical Characteristics of an Instrument to Measure Computer Anxiety of Upper Elementary and Secondary School Students.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; *Comparative Testing; *Computers; Intermediate Grades; Secondary Education; *Test Construction; Testing Problems; *Test Norms; Test Reliability; Test Validity
IDENTIFIERS- *Computer Anxiety; *Computer Anxiety Scale

This study reports the preliminary results of a research project that focuses on the development of an abbreviated measure of computer anxiety, the Computer Anxiety Scale (CAS)-Short Form (SF), designed for use with upper elementary and secondary school students. The subjects involved in the study included 1075 students in grades 4 through 12, enrolled in six school districts in Kansas and Oklahoma. The internal reliability estimate of all student responses to the CAS and the CAS-SF are equivalent. Home ownership of a microcomputer and usage of a school microcomputer are significantly related to CAS-SF scores of both males and females, while grade level of the student is not significantly related to CAS-SF scores for either sex. Limited evidence of "face" validity is established. It is suggested that validity can be investigated by correlating scores on the computer anxiety measure to variables assumed to reflect anxiety and that the use of the State-Trait Anxiety Inventory and the Manifest Anxiety Scale along with the CAS-SF is needed to provide further evidence of validity. References, tables, and figures are appended. (Author/PN)

ED 268 205 UD 024 816

Boben, Donna Koppi

Guidelines for Equity Issues in Technology Education.

International Technology Education Association, Reston, VA.

PUB DATE- 85

NOTE- 42p.

AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Affirmative Action; Classroom Environment; *Educational Media; *Instructional Materials; *Language Usage; Racial Attitudes; *Racial Bias; *Sex Bias; *Sex Fairness

IDENTIFIERS- Race Fairness

These guidelines for developing race-fair and sex-fair written, spoken, and visual communications were developed in response to the 1984 International Technology Education Association's affirmative action resolution. They are suggested for use in classroom instruction, student activities, curriculum and instructional materials, media development, resource materials, teacher education, and written papers and publications. Separate chapters on sex-fair and race-fair treatment contain sections that offer examples of biased and fair use of language and portrayals of roles, traits, and appearances. A chapter on audiovisuals and graphics emphasizes that a conscious effort must be made to present fair and balanced pictures of both sexes and all races, and ends with a comparison of "fair" and "unfair" illustrations. Checklists are provided to rate materials for sex-fair and race-fair language and roles, traits and appearances; to judge the fairness of audiovisuals and graphics, courseware, and classroom settings; and to determine the race-fair and sex-fair use of biased materials. A glossary and bibliography are appended. (CG)

ED 268 014 SE 046 556

Driscoll, Mark, Ed.; Confrey, Jere, Ed.
Teaching Mathematics: Strategies that Work. Teachers Writing to Teachers Series.
Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 181p.
GRANT- NIE-G-82-0017
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Software; Elementary Secondary Education; *Learning Activities; Manipulative Materials; *Mathematics Education; *Mathematics Instruction; Problem Solving; *Teacher Developed Materials; *Teaching Methods

The chapters in this book were written by teachers to share strategies they have found effective in the mathematics classroom. Most describe a teaching idea or activity in sufficient detail for other teachers in elementary, middle, and secondary schools to be able to use it. The chapters concern: manipulative materials, developing a mathematics program, problem solving, fraction games, word problems (for kids by kids), teaching students to think in mathematics to make conjectures, using a computer language (Logo), statistics (real-world applications of probability and statistics for middle grades), geometry (using the computer program, Geometric Supposer, and strategies for junior high), remedial mathematics, diagram drawing (to explain concepts), mathematics laboratories, applied mathematics for vocational education students, puzzles, computer software, drill (DARES--Daily Assorted Review Exercise Set--in Oklahoma Public Schools), calculus, questioning, and underprepared students. (MNS)

SO

ED 268 056 SO 017 053

Meese, Edwin, III
The Consitituion as a Bill of Rights: Separation of Powers and Individual Liberty.
Department of Justice, Washington, D.C.
PUB DATE- 27 Feb 86
NOTE- 24p.; Lecture presented at the Bicentennial Program of the University of Dallas (Irving, TX, February 27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; *Constitutional History; Constitutional Law; Court Litigation; Government (Administrative Body); Governmental Structure; Justice; *United States History
IDENTIFIERS- Bicentennial; Madison (James); *Separation of Powers; Supreme Court; *United States Constitution

One of the basic principles of the Constitution--the separation of powers--and its contribution to the preservation and perpetuation of individual liberty is discussed. To renew public appreciation of the Constitution, our fundamental law and the philosophical foundation of our political order, is the most fitting bicentennial celebration U.S. citizens can engage in. James Madison, often called the father of the Constitution, believed that "justice is the end of government." He believed that the accumulation of all powers in the same hands was the very definition of tyranny. The solution that Madison and the others founders offered was an institutional solution. Central to their institutional scheme was the principle of separation of powers among the executive, legislative, and judicial branches of government. As Madison put it, the "preservation of liberty requires that the three great departments of power should be separate and distinct." What this means is that the Constitution does not make our liberties dependent upon the good will or the benevolence of those who wield power. Sound institutions were meant to offset the defects of human reason and virtue. (RM)

ED 268 071 SO 017 107

Lefever, Ernest W., Ed.
Ethics and American Power: Speeches by Caspar W. Weinberger and George P. Shultz. Responses by Philip Geyelin, Smith Hempstone, Carl F. H. Henry, Thomas Molnar, Richard John Neuhaus, David D. Newsom, William V. O'Brien, Paul Seabury, Roger L. Shinn, Seymour Siegel, Edward Teller, Richard M. Nixon. Ethics and Public Policy Essay 59.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-096-6
PUB DATE- May 85
NOTE- 77p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth Street N.W., Washington, DC 20005 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Armed Forces; *Ethics; Foreign Policy; Government (Administrative Body); *International Relations; *Moral Values; National Defense; National Security; Peace; Political Power; War
IDENTIFIERS- *Reagan Administration

Two cabinet secretaries address the problems of when and how the United States should use military power. Secretary of Defense Caspar W. Weinberger emphasizes the importance of prudence and restraint in the use of military force in chapter 1: "The Uses of Military Power." Secretary of State George P. Shultz stresses the vital importance of readiness to back up diplomacy with military power in chapter 2: "The Ethics of Power." Twelve well-known Americans respond variously to the positions of Weinberger and Shultz in Chapters 3-14. Chapter titles and authors are: "The Weinberger-Shultz Debate Is Dangerous" (Philip Geyelin); "The Weinberger-Shultz Debate Is Beneficial" (Smith Hempstone); "Christian Morality and U.S. Power" (Carl F.H. Henry); "Rules That Paralyze Action" (Thomas Molnar); "The Moral Purpose of Foreign Policy" (Richard John Neuhaus); "Diplomacy and the Limits of Force" (David D. Newsom); "A Just and Limited U.S. Defense Policy" (William V. O'Brien); "Taking Necessary Risks" (Roger L. Shinn); "Without Force, Life Would Be Impossible" (Seymour Siegel); "When Shall We Fight and How?" (Edward Teller); and "Afterword: Third World War" (Richard M. Nixon). (JP)

ED 268 220 UD 024 868

Pearse, R.
Primary Schools in the Lands of Padi and Palm or the Western Primary School in R/Evolution: Fiji and Java.

PUB DATE- Nov 82
NOTE- 21p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Needs; Elementary Education; Foreign Countries; *Local Issues; *Rural Education; School Community Relationship; *Student Needs
IDENTIFIERS- *Fiji; Indonesia (Java)

This paper discusses the primary educational needs of two Fijian villages, Nakawaga and Nukubolu, and three Javan villages, Harjowianangun, Purwosari, and Puliharjo, and inquires into the nature of a rational model of education for rural communities undergoing change from the existing provision of schooling. The paper's basic thesis is that education should be adjusted to the very different contexts of socio-economic changes which are occurring in village life and which can be foreseen to be probable in the immediate future. The desires of the villagers themselves, are emphasized as the best way to define the characteristics of an appropriate education. The paper consists of two main sections, dealing with the Fijian and Javan villages respectively. Details on the social, cultural, economic lives of the villages are presented, the existing primary schools are described, and findings are presented on what villages desire for schooling. Expansion of opportunities for secondary schooling is not necessary to meet the pace and direction of change in Fijian villages, but expansion is necessary in Java to enable a greater proportion of youth to be prepared for mobility into urban or transmigration environments. In both contexts, there are urgent needs for non-formal educational programs which address the needs of youth and young adults. (KH)

ED 267 984 SE 046 506

Ridgley, Susan M.
Toxicants in Consumer Products. Household Hazardous Waste Disposal Project. Metro Toxicant Program No. 1B.
Municipality of Metropolitan Seattle, WA. Water Quality Div.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- Aug 82
NOTE- 318p.; For related documents, see SE 046 504-505.
GRANT- EPA-P-000233-01
AVAILABLE FROM- Water Resources Section, Toxicant/HHHW Project. METRO MS/81. 821 Second Ave., Seattle, WA, 98104 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - General (130)
DESCRIPTORS- *Chemistry; *Consumer Science; Environmental Education; *Hazardous Materials; *Pesticides; Science Education; *Waste Disposal; *Wastes

Four general product classes (pesticides, paint products, household cleaners, and automotive products) are reviewed in this document. Each product class is described, and several aspects of the problem associated with product use or disposal are examined, including estimates of volumes used and environmental impacts. Technical data on the specific chemicals which are most often found in these products are provided. This information (which includes sources, consumption figures, toxicity ratings, human health hazards, physical characteristics, environmental effects, and disposal recommendations) is presented in lengthy tables at the end of each product section. The appendices provide a simplified overview of organic chemistry as it applies to consumer products, and a discussion of toxicity and hazard (including measurements of and differences between the two terms). Pesticides solvents and motor oil were "red-flagged" as being of special interest in that they all have the potential to harm the environment, they are used in significant quantities, and they may be disposed of in harmful ways. (JN)

ED 268 087 SP 027 340

Foch, Craig B.; And Others
Cost of Treatment Procedures in the National Preventive Dentistry Demonstration Program.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- ISBN-0-8330-0541-0; Rand-R-3034-RWJ
PUB DATE- Feb 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Estimates; *Dental Health; Elementary Secondary Education; *Program Effectiveness

The National Preventive Dentistry Demonstration Program (NPDDP) delivered five different regimens of school based preventive dental care to groups of children in 10 American cities between 1977 and 1981. All clinical techniques employed had previously been demonstrated to be both safe and effective in clinical trials. The purpose of the NPDDP was to determine the costs and the effects of these techniques in a real-world setting. This study report details the objectives and methods of the NPDDP. Each of the five regimens is described, and costing definitions and allocation rules are presented. In addition to discussion of the cost analysis methods, consideration is given to the factors which caused variations in the direct costs of care in the 10 different sites. One of the program sites, New York, is described in detail. The relationship between direct and indirect costs is discussed, and the total NPDDP cost experience is summarized. Appended tables, graphs, and commentary provide details of: (1) costs compared as to site, educational materials development, and regimen; (2) use of staff time; and (3) sealants versus topical fluorides in regimen 2. (CB)

ED 268 104 SP 027 432

Hall, Carroll L.
Responding to Change From Without.
PUB DATE- 28 Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Educational Cooperation; Program Length; *State Legislation; *State Standards; *Teacher Certification; *Teacher Education Programs

This paper first discusses similarities between the medical profession and the present status of the education profession. Discussion centers on changes in education in New Mexico generated by external agencies to which colleges are having to respond, as did medical schools in the past. The New Mexico State Department of Education developed the Staff Accountability Plan, addressing the issue of teacher and administrator accountability and certification through three provisions: a written basic skills assessment for admission to teacher preparation programs; professional and content-specific knowledge for initial certification; and an integrated program of on-the-job performance evaluation using criteria of effective teaching and staff development activities. How the various colleges of education throughout the state have responded to these required changes is discussed. Also discussed are the experimental results of a cooperative effort between the University of New Mexico, the Albuquerque Public Schools, and the State Department of Education, involving the use of observation instruments and scales in a fifth-year internship program. (JD)

ED 268 135 TM 850 736

Carlson, Sybil B.; And Others

Relationship of Admission Test Scores to Writing Performance of Native and Nonnative Speakers of English.

Educational Testing Service, Princeton, N.J.

REPORT NO.- ETS-GRE-83-R2; ETS-RR-85-21; TOEFL-RR-19
PUB DATE- Aug 85
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arabic; Chinese; *College Entrance Examinations; Computer Software; Correlation; *English (Second Language); Evaluation Criteria; Evaluation Methods; Factor Structure; Higher Education; Holistic Evaluation; *Interrater Reliability; *Language Tests; Native Speakers; Scoring; Second Language Learning; Spanish; Test Reliability; *Writing Evaluation
IDENTIFIERS- Graduate Record Examinations; *Test of English as a Foreign Language

Four writing samples were obtained from 638 foreign college applicants who represented three major foreign language groups (Arabic, Chinese, and Spanish), and from 60 native English speakers. All four were scored holistically, two were also scored for sentence-level and discourse-level skills, and some were scored by the Writer's Workbench computer software and by professors in the fields of engineering and the social sciences. Test of English as a Foreign Language (TOEFL) scores were obtained for all foreign students, and Graduate Record Examinations (GRE) General Test scores for some. A GRE score and a multiple-choice writing test score were obtained for the Americans. Findings included: (1) holistic, discourse-level, and sentence-level scores were so closely related that the holistic score alone should suffice; (2) correlations among writing sample topics were as high across as within topic types; (3) scores of English as a second language raters, English raters, and subject matter raters were all highly correlated, suggesting substantial agreement in their standards; (4) correlations and factor analyses indicated that writing samples and TOEFL scores were highly related, but each also reliably measured an independent aspect; and (5) correlations of holistic writing sample scores with GRE item type scores confirmed a previously reported pattern of relationships. (A four-item writing test and numerous tables are appended). (GDC)

ED 268 149   TM 860 140

Gulliksen, Harold
Creating Better Classroom Tests.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RM-85-5
PUB DATE- Dec 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Classroom Techniques; *Educational Testing; Educational Trends; Multiple Choice Tests; *Teacher Made Tests; Teachers; *Test Construction; *Test Format; *Testing Problems; *Test Items; Test Manuals; Test Selection

This article presents the perspective that the quality of teacher-made, small classroom tests has not improved, and may have declined in recent years. This decline may be due to the fact that teachers have come to believe that the kinds of objective items used in national standardized tests are the only item types appropriate for classroom use. The points stressed for improving classroom tests include: (1) teachers should use the item form that is most natural and convenient for a particular academic subject, instead of predominantly relying on the multiple-choice item test; (2) teachers should learn the usefulness of performance and identification items when writing items, especially in courses that include laboratory work; and (3) teachers should use the improved design of free-answer items (that is, medical diagnosis items, in-basket items, etc). The extensive appendices include sample test items and illustrative item types. Also attached are two previously published articles: "Measuring the Effects of Newspapers in the Classroom," by Paul B. Diederich and Marvin Maskovsky; and "Evaluating Innovations by Innovations in Evaluation," by Paul B. Diederich. (PN)

ED 268 163 TM 860 224

Tisne, Suzanne
Evaluator as Administrator: Why the Administrator Won Out.
PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the Joint Meeting of the Canadian Evaluation Society, Evaluation Network and the Evaluation Research Society (Toronto, Canada, October 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Case Studies; *Community Programs; Delinquency; Delinquency Prevention; Elementary Secondary Education; *Evaluation Problems; *Evaluators; Family Programs; Formative Evaluation; *Program Administration; *Program Effectiveness; *Program Evaluation; Public Agencies

The general decline in public resources has encouraged government agencies to consolidate job functions, and the internal program evaluator is becoming a scarce commodity. This paper briefly describes a case study about the circumstances and implications of merging two formally antagonistic job roles: program administrator and program evaluator. As the designated advocate for a new family treatment program for juvenile offenders, the new program administrator found it increasingly difficult to maintain the balanced perspective of an evaluator. The reasons for this gradual shift in orientation, the eventual outcome for all concerned and a proposed solution to this organizational reality are discussed as a means to confront one of the most common practical problems facing evaluators in local government today--the attempt to relate program components to program outcomes for a new program which is continually developing and changing. The result would be that monitoring and assessment would be conducted as an integral part of program operations, and within this closed system, could serve as additional tools to improve and refine the development of an effective treatment model. (Author/PN)

ED 268 191 UD 024 764

La Sorte, Michael A.
Stereotype and Identity: The Italian Case.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; Biographies; Ethnic Groups; *Ethnicity; *Immigrants; *Italian Americans; Oral History; Personal Narratives; Research Methodology; *Research Needs; *Stereotypes
IDENTIFIERS- *Immigration; *Italians

When analyzing the question of ehtnic identity, it is crucial to pay attention to oral history and biographical material: ethnicity is not so much a collective phenomenon as an individual one. For example, much has been written about Italian migration to the United States, but the lives of the ordinary immigrants and the rich detail of their varied experiences have been relatively ignored. We know that emigration from Italy was affected by prevailing economic, political, and social conditions, but how did the individuals themselves respond to these forces? If poverty was a major cause, why did the individual and family choose to go to America? How did the immigrant respond to the rigors of the transplantation? Only a thorough review of immigrant writings and corollary material would provide a direct answer to these and other questions. Moreover, such a study would certainly redress the stereotypes about "happy, singing Italians" that have influenced much of the research literature. Although personal narratives about the Italian immigrant experience are limited in number, the writings of Carmine Iannace, Mario Puzo, Guiseppe Prezzolini, Camillo Cianfarra, William Murray, (which are excerpted in this document) and other Italian or Italian-American writers could be studied further. (KH)

ED 268 206 UD 024 818

Kennedy, James H.
Afro-Brazilian Literature: A New Dimension for Black and Latin American Studies Curricula.
PUB DATE- 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Authors; *Blacks; *Black Studies; *Foreign Countries; *Latin American Literature; *Latin Americans; Literary Criticism; Novels
IDENTIFIERS- Afro Hispanics; *Brazil; Latin American Studies

This paper profiles representative Afro-Brazilian writers and provides a guide to English language translations and critical studies of their work. The aim is to encourage instructors to broaden the scope of current curricula in black and Latin American studies courses. Recent studies estimate that more than 40 percent of Brazil's inhabitants are of African descent, and blacks are a substantial literary force in Brazil. Following an introduction which cites various works on blacks in Brazilian civilization, biographical sketches of six authors are presented, each of which includes listings of English translations and biographical/critical sources. The authors presented are: Afonso Henrique de Lima Barreto; Antonio Goncalves Dias; Antonio Frederico de Castro Alves; Joaquim Maria Machado de Assis; Joao da Cruz e Sousa; and Mario Raul de Morais Andrade. (CG)

ED 268 000 SE 046 524

Summary Statistics on Academic Science/Engineering Resources - Early Release.

SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

PUB DATE- Dec 85

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Colleges; *Engineering; Engineering Education; Engineers; *Expenditures; *Federal Aid; *Graduate Students; Higher Education; Postdoctoral Education; Science Education; *Sciences; *Scientists; Surveys; Universities

IDENTIFIERS- National Science Foundation

The data presented in this summary (released in advance of their publication) are derived from four surveys of academic science and engineering (S/E) activities conducted anually by the National Science Foundation's Division of Science Resources Studies, Universities, and Nonprofit Institutions Studies Groups: (1) Survey of Scientific and Engineering Expenditures at Universities and Colleges, fiscal year (FY) 1984 (expenditure survey); (2) Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, FY 1984 (federal support survey); (3) Survey of Scientific and Engineering Personnel Employed at Universities and Colleges, January 1985 (personnel survey); and Survey of Graduate Science and Engineering Students and Post-doctorates, Fall 1984 (graduate student survey). In expenditures, personnel, and graduate student surveys, data are submitted by institutions of higher education; data on federal obligations to academic institutions are collected directly from the major funding agencies. A brief introduction to the data (which are presented in 29 tables) is included, with information on the higher education universe surveyed as well as information on samples used in the four surveys. (JN)

ED 268 027 SO 017 003

Shaping the Future of International Studies. Conference Report of A Wingspread Conference (November 26-28, 1984).
Global Perspectives in Education, Inc., New York, N.Y.; Indiana Univ., Bloomington. Social Studies Development Center.
PUB DATE- Nov 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; Curriculum Development; Educational Needs; Federal Programs; Futures (of Society); *Global Approach; Information Dissemination; Institutional Cooperation; *International Studies; Leadership; State School District Relationship; Textbooks

This report summarizes some of the findings, issues, and recommendations that participants of a 1984 Wingspread conference felt would shape the future of international studies. Several issues were addressed in plenary sessions, panels, and small group discussions including ways in which the major organizations and agencies concerned with international studies are attempting to serve the schools, kinds of collaborative efforts most needed to improve international studies in schools, and the need for an agenda for action for the upcoming years. Causes for optimism, the need for a more realistic view of the United States' role in the world, and concerns and conditions to address precede three suggested priorities for shaping the future. Background information, current status, and recommendations are provided in separate sections examining international studies at the national, state, and local/regional levels; the improvement of the range and quality of curriculum materials in global education; the improvement of outreach and dissemination of information; contributions that colleges and universities can make; the improvement of research and evaluation efforts; and the inclusion of leadership training at all levels of education. The report concludes with a listing of names and addresses of participants. (LH)

ED 268 041 SO 017 030

Murphy, Paul L.

The Constitution in the Twentieth Century: Implications for Citizenship Education.

PUB DATE- 13 Mar 86
NOTE- 28p.; Paper presented at the Symposium on The Constitution and Northwest Ordinance in the Education of Citizens (Muncie, IN, March 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; Civil Rights; Conservatism; *Constitutional History; *Constitutional Law; Judges; Liberalism; Minority Groups; Secondary Education; Social Change; Social Indicators; *United States History
IDENTIFIERS- *Supreme Court; *United States Constitution

A major constitutional issue in the twentieth century is the extent to which the U.S. Constitution should be interpreted to fit changing times and circumstances. In the latter part of the nineteenth century, the Supreme Court dispensed a "mechanical jurisprudence" based on an "objective" interpretation of the Constitution and the "original intent" of its authors. In the twentieth century, the Court has tended to respond to changing social conditions with flexible and expansive interpretations of basic constitutional principles. The "popular will" became a factor in decisions which has troubled "legal purists" who believe that the courts should be above public opinion as judges apply legal logic and precedents to reach their conclusions. The "purists" believe the task is not to keep the Constitution in tune with the times, but rather to keep the times in tune with the Constitution. In contrast, "pragmatic instrumentalists" believe that the Constitution must be interpreted to meet contemporary social concerns and problems, especially injustices suffered by minority groups. This view was articulated by two twentieth century Chief Justices of the Supreme Court: Harlan Fiske Stone (in the 1930's) and Earl Warren (in the 1950's and 1960's). During the 1970's and 1980's, there has been considerable tension between the "pragmatic instrumentalists" and the "legal purists." (JP)

ED 268 057 SO 017 055

Madison, James H.
The Northwest Ordinance and Constitutional Development in Indiana.
PUB DATE- 86
NOTE- 28p.; Paper presented at the Symposium on the Constitution and Northwest Ordinance in the Education of Citizens (Muncie, IN, March 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; Civics; Civil Liberties; Civil Rights; *Federal Government; Laws; Migration; Slavery; *United States History
IDENTIFIERS- *Indiana; Northwest Ordinance 1787; *United States Constitution

The Northwest Ordinance of 1787 is a fundamental document in the development of the United States. It is outranked in importance only by the Declaration of Independence and the Constitution. The immediate purpose of the Northwest Ordinance was to provide government for the largely unsettled lands north and west of the Ohio River. In promising gradual and orderly development of representative government, and guaranteeing eventual statehood on an equal basis, the framers of the Ordinance tied the western territories to the nation with firm legal bonds. The Ordinance asserted the supremacy of the national government in a manner that anticipated the system of federalism of the Constitution. The Northwest Ordinance includes core civic values and principles in the American heritage. It also raises issues in American history, pertaining to slavery, states' rights, western expansion, and individual liberties. The Northwest Ordinance of 1787 allows insight into fundamental aspects of the American civic heritage. Thus, it is among the most important legacies Americans have and is worthy of special recognition as part of the Bicentennial celebrations of 1987. (JP)

ED 268 177 TM 860 243

Rodgers, Willard L.; Bachman, Jerald G.

Comparison of Alternative Approaches to Causal Analysis with Panel Data.

Michigan Univ., Ann Arbor. Survey Research Center.

PUB DATE- 30 Mar 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Attribution Theory; *Comparative Analysis; Drug Use; Error of Measurement; Estimation (Mathematics); High Schools; High School Seniors; *Mathematical Models; Multiple Regression Analysis; Predictor Variables; Quality of Life; Questionnaires; *Scores; Surveys
IDENTIFIERS- *Causal Models; Change Scores; Monitoring the Future; *Panel Studies

This paper explores various procedures of panel data in the estimation of causal models. The reported analyses are from the Monitoring the Future study, a nationwide questionnaire survey of 16,000 to 17,000 high school seniors conducted annually since 1975. First, the parameters of causal models are estimated in which the dependent variables are two reports on the overall quality of life. The exercise is then repeated using two measures of drug abuse as the dependent variables. Multiple regression analyses were performed and results are presented briefly in tabular form. Change scores offered a clear advantage over the use of static scores by reducing the potential for misspecified models. In general, the standard errors of estimates based on change scores are greater than those based on static scores. However, present results indicate that for reasonably large sample sizes, and for a wide range of stabilities of the true values and measurement errors in the predictor variables, the ratio of sampling errors for estimates based on change scores to those based on static scores is not excessively large. Panel data as estimates of dynamic causal models are also discussed. (PN)

ED 268 015 SO 016 843

Miller, Raymond C., Ed.
Issues in Integrative Studies. An Occasional Publication of the Association for Integrative Studies. Publications for 1982, 1983, 1984/85.
Association for Integrative Studies, San Francisco, CA.
PUB DATE- 82
NOTE- 353p.; The papers in these three publications were presented at the annual conferences of the Association for Integrative Studies: 1982 (3rd, Grand Rapids, MI, April 2-4, 1981); 1983 (4th, Mahwah, NJ, April 1983); 1984 (5th, Oxford, OH, February 1984); 1985 (6th, San Francisco, CA, October 1984).
AVAILABLE FROM- Association for Integrative Studies, c/o Professor

William Newell, Secretary-Treasurer, School of Interdisciplinary Studies, Miami University, Oxford, OH 45056 ($6.00 each).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Curriculum Development; Higher Education; *Integrated Curriculum; Intellectual History; *Interdisciplinary Approach; *Learning Theories; *Social Sciences; Specialization; Teaching Methods; Undergraduate Study
IDENTIFIERS- Cross Discipline Education; *Transdisciplinary Approach

These three occasional publications contain the following articles: (1) Varieties of Interdisciplinary Approaches in the Social Sciences (Raymond C. Miller); (2) Five Arguments against Interdisciplinary Studies (Thomas L. Benson); (3) What Are Transdisciplinary Principles? (Robert W. Winquist); (4) Can Progress toward Interdisciplinary Education Be Built on a Disciplinary Base? (Jerry C. Petr); (5) The Case for Interdisciplinary Studies: Response to Professor Benson's Five Arguments (William H. Newell); (6) The Case For/Against Interdisciplinary Studies: A Comment on the Debate (Jerry L. Petr); (7) What Do You Way to a Devil's Advocate? (Raymond C. Miller); (8) The Devil's Due: Some Reflections on the Responses (Thomas L. Benson); (9) The Dialectic and Rhetoric of Disciplinary and Interdisciplinary (Julie Thompson Klein); (10) Dialogue with Autobiography: Integrating through the Study of Personality (Mark E. Blum); (11) A Qualitative Model of the Integrative Learning Process (Francis Betts, III); (12) Interdisciplinary Studies as a Counterculture: Problems of Birth, Growth, and Survival (Martin Trow); (13) Against and For Holism: A Review and Rejoinder to D.C. Phillips (Stanley Bailis); (14) Interdisciplinary Theory and Ambiguous Form Perception (Elaine L. Kleiner); (15) Where Do Ideas in Science Come From? Teaching Light and Vision as a Case Study (Lance Schachterle); (16) Introducing the Liberal Arts through Interdisciplinary Inquiry: Proposal for an Integrative General Education Experience (Mark E. Blum); (17) Interdisciplinary and Dialectics: Integrative Concepts and Methods in Hegel's "Phenomenology of Spirit" (Guy V. Beckwith); (18) Transdisciplinary Principles and Processes Inherent in the Evolution of Complex Systems (Robert J. Williams); (19) "On Becoming a Social Scientist" by Shulamit Reinharz: A Critical Review (Bob Arango). (RB)

ED 268 072 SO 017 108

English, Raymond, Ed.
Ethics and Nuclear Arms: European and American Perspectives.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-095-8
PUB DATE- 85
NOTE- 143p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth Street, N.W., Washington, DC 20005 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict Resolution; *Ethics; Foreign Policy; *International Relations; *Moral Values; National Defense; *Nuclear Warfare; Peace; War; World Problems

In these 10 essays, 5 European and 5 American political and religious leaders examine the ethics of possessing and using nuclear weapons. They appraise the policy of nuclear deterrence. Protestant and Catholic viewpoints are represented. There are disagreements on details and differences in emphasis on positions and policies. There is general agreement on the moral legitimacy and political necessity of the Western alliance. Essay and authors are: "Four Decades with Nuclear Arms" (Stephen Haseler); "Toward a Responsible Policy" (Sven F. Kraemer); "War and Peace in the Nuclear Age" (Erwin Wilkens); "A Crisis of Faith" (Richard John Neuhaus); "The German Churches Speak Out" (Wolfhart Pannenberg); "The U.S. Catholic Bishops and Nuclear Arms" (J. Bryan Hehir); "The U.S. Catholic Bishops and Soviet Reality" (Michael Novak); "Nuclear Pacifism and True Peace" (Frans A.M. Alting von Geusau); "NATO and 'First Use'" (Robert A. Gessert); "Christian Morality and Nuclear Arms" (Edward R. Norman). A bibliography is included. (JP)

SP

ED 268 088 SP 027 342

Rhythms and Dance. Games of Low Organization.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 84
NOTE- 279p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; *Dance; *Dramatic Play; *Elementary Education; Exercise; *Gymnastics; Movement Education

This guide provides activities, resources, and ideas for elementary physical education and classroom teachers. The activities in the basic rhythms program are divided into five classifications: movement patterns, dramatic activities, singing games, creative rhythms-dance, and rhythmic gymnastics. At the beginning of the basic rhythms sections is a list of definitions of the basic locomotor and non-locomotor movements. Fundamental forms of locomotion and non-locomotion are included in the movement patterns. Advice and instructions are offered on adapting physical activities to the capacities of children with physical or mental handicaps. Suggestions are made for conducting group games of lower organization which can be started quickly, have simple rules, and are adaptable to the available space. (JD)

ED 268 105 SP 027 438

Gore, Dolores; And Others
The Effects of Computer Aided Spelling Instruction and Traditional Spelling Instruction on Achievement and Attitude.
PUB DATE- Feb 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Elementary Education; Grade 4; Grade 5; *Spelling Instruction; *Student Attitudes

This study compared the achievement scores for students receiving traditional spelling instruction to achievement scores earned with computer aided instruction. Similarly, attitude measures were compared for the same subjects. Fourth- and fifth-grade pupils received traditional spelling instruction for five weeks. For the next five weeks, students received their spelling instruction via a computer program. Testing was conducted in a traditional end-of-the-week spelling test for the entire experiment. Students' attitudes were measured using a semantic differential at the beginning and end of the computer aided segment of the study. Student achievement improved with computer aided instruction while the attitudes typically did not. (Author)

ED 268 121 TM 840 294

Powell, John L.

Objectivity, Subjectivity, and Value Judgements in the Context of Classroom Observation of Teaching Styles.

Scottish Council for Research in Education.
PUB DATE- Apr 84
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Rating Scales; *Classroom Observation Techniques; Elementary Education; Elementary School Teachers; Evaluation Criteria; Foreign Countries; *Teacher Evaluation; *Teaching Styles
IDENTIFIERS- *Inference; Scotland; *System Classroom Observation Teaching Strategies

The System for the Classroom Observation of Teaching Strategies (SCOTS) is described. The schedule requires a higher level of inference by the observer than many researchers may find acceptable. The paper argues that inference can be controlled within acceptable limits and that issues of objectivity and subjectivity are very complex. The SCOTS schedule attempts to reduce observer bias by concentrating on 43 separate variables believed to be parts of a teacher's teaching style or strategy. The observer places the teacher under observation on a defined continuum for each variable. Each continuum consists of five points, thus making each variable a multiple choice item for the observer. The items cover such topics as teaching skills, feedback and individual aid, pupil interest and motivation, development of responsibility, grouping practices, efficiency of management, authoritarianism and coercion, class control, and relationships with students. Appended are the complete SCOTS schedule by John L. Powell and Mabel N.G. Scrimgeour (1977 Revision) as well as items of a summative version that differ from the classroom version. (DWH)

ED 268 192 UD 024 765

Grant, C. D.

Afro-American Music: One Form of Ethnic Identification.

PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- African History; *Black Culture; *Black History; Blacks; *Ethnicity; Folk Culture; Jazz; *Music; Popular Culture; *Racial Identification
IDENTIFIERS- Africa (Sub Sahara); *Black Folk Music; Blues Music; Soul Music

An historical overview of African and Afro-American music, from the foundations in sub-Saharan African music to the music of the 1980s, is presented in this paper as evidence that Afro-American music is closely intertwined with ethnic identification and follows the direction of Afro-American sociopolitical change. Slave and folk music, minstrel shows, the blues, jazz, rock, soul, and disco are among the musical forms discussed. It is argued that the combination of three main musical forms (folk, popular, and classical) has provided the foundation for all subsequent variations. Black music retains the polyrhythmic, polyphonic, improvisatory nature of its African foundation and was carried in the "ethnic baggage" that the African slaves brought to America. Although styles, and occasionally structure, have changed since slavery and continue to do so, the basics still apply, however subtly. African music is part of the "race memory" of Afro-Americans and presents itself in contemporary black American music whether or not blacks are aware of it. The history of Afro-American music parallels the history of African people in America. (KH)

Hunter, Roger
The Shock of the Old--The Militant Church and Education.
PUB DATE- Nov 82
NOTE- 19p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Christianity; Curriculum; Elementary Secondary Education; Enrollment Trends; *Nontraditional Education; Programed Instruction; *Religious Education

IDENTIFIERS- *Accelerated Christian Education; *Australia

Accelerated Christian Education (ACE) schools, which provide an alternative to state-supported and other church schools, began in the United States, but their growth in Australia has been rapid. In 1977, there was only one ACE school in Australia, but by 1982 there were 10. The schools, which are committed to Christian fundamentalism, are run by local churches. The package of ACE instructional materials cover kindergarten through high school, and are inexpensive ($5,000). According to ACE advertising, working with two non-professionals, one teacher can instruct 40-50 students in one room and with any combination of grades. The curriculum of ACE takes up and simplifies the views of the Protestant fundamentalists, and supports prayer, censorship of texts, a strong and traditional family, and corporal punishment. ACE emphasizes Biblical orthodoxy and separation from the outside world. ACE classrooms consist of study carrels, which promote private individual study. Programmed learning materials are included in all subjects, but only English, Mathematics, Science, and Social Studies are mandatory. Students work to receive rewards for achievement. The ACE schools have been criticized for religious, racial and community segregation, and conflicts between ACE and government schools systems are intensifying in Australia. (KH)

ED 267 985 SE 046 507

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.

Social Sciences in Forestry. A Current Selected Bibliography and Index, No. 66.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Mar 86
NOTE- 119p.; Additional support provided by the U.S. Department of Agriculture Forest Service Research Division.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Business; Conservation (Environment); Economics; *Forestry; *Lumber Industry; *Natural Resources; *Publications; Resource Materials; *Social Science Research; *Social Sciences

Provided in this document is a bibliography of selected literature addressing the interface between forestry and the social sciences. References include articles appearing in American and foreign professional journals, bibliographies, conference proceedings, and other types of publications. A subject-matter classification scheme (in outline format) is provided at the beginning of the document. Entries (numbered 1 to 636) are listed alphabetically by author according to topics indicated in this scheme. Major topic areas include social sciences applied to: (1) forestry at large (considering forest resources, economic development, policy, and other areas); (2) forest management (including multiple-use management and ownership options); (3) production of forest goods and services (covering outdoor recreation, wildlife and fish, wood production, and other areas); and (4) forest industries (considering wood-using industries, other forest industries, market and trade, and transportation). Each entry includes citation number, author(s), title, source, year, and number of pages. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. An author index is also included. (JN)

ED 268 136 TM 850 737

Perry, David K.
Looking for Heteroscedasticity: A Means of Searching for Neglected Conditional Relationships in Political Communication Research.

PUB DATE- May 85
NOTE- 32p.; Paper presented at the Political Communication Division of the International Communication Association, (Honolulu, HI May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Communication Research; Computer Software; Higher Education; *Mass Media Effects; Regression (Statistics); *Research Design; Research Problems; *Statistical Significance; *Statistical Studies; *Statistics; Surveys
IDENTIFIERS- Criterion Variables; *Heteroscedasticity (Statistics); *Scatterplots

Political communication researchers recently have emphasized conditional relationships as crucial to specifying and understanding the effects of the mass media. In many cases, however, researchers will not predict which variables will modify the form or existence of media effects. They therefore will not include measures of the conditional variables in research designs. The presence of heteroscedasticity, or unequal precision of prediction at different levels of an independent variable, suggests the likelihood of an overlooked conditional relationship. This paper examines the possibilities for the use of statistical tests of variation in mass communication research. Research situations that employ both discrete and continuous independent variables are covered, and the visual examination of scatterplots as an alternative to performing variability tests is examined. Problems with the variation tests available on commonly used computer packages is addressed. A number of recently developed, apparently dependable variability tests also are presented. A research example involving two-way, linear interactions is provided. Additional concerns with unequal variability are also discussed. Three figures and a four-page list of references are included. (Author/PN)

White, Arden

Teaching and Research: Independent, Parallel, Unequal.

PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Content Analysis; Educational Researchers; Higher Education; *Literature Reviews; Merit Pay; Professional Development; Research Methodology; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Salaries; *Writing for Publication

Empirical findings from reports appearing between 1949 and 1984 were studied to determine (1) whether research activities contribute to perceived effectiveness of classroom teaching and (2) to what extent good teaching and scholarly productivity contribute to salary improvements. Based on previous content analyses found in the literature search, a content analysis of the interpretation of findings was completed. Results indicated that predictability of perceived teaching effectiveness from a knowledge of scholarly activity is so small as to be useless in making individual decisions. In the settings studied, research productivity is a greater contribution to salary than is teaching effectiveness. While research activity does not appear to be a generally valid index of teaching effectiveness, publications generally do have a much larger influence on salary experience than does teaching. The paper concludes that making the rewards for effective teaching both convincingly greater and more directly apparent to prospective faculty apparently will be necessary if people are to be induced to attend directly to developing teaching as a marketable knowledge and skill. Presently, however, teaching adequately is necessary, but early publication success will have the most influence on salary advances in most institutional settings. (PN)

ED 268 164 TM 860 225

Griffin, William H.; Barry, G. Michael
Examination Development for Candidates in Educational Administration.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Education; *Administrator Evaluation; Administrator Qualifications; *Administrators; Administrator Selection; *Educational Administration; Field Tests; *Management Development; Minimum Competencies; Pilot Projects; Postsecondary Education; Public Schools; School Administration; Teacher Education; *Test Items; Test Reliability; Test Validity
IDENTIFIERS- Florida; *Florida Council on Educational Management

The Florida Council on Educational Management (FCEM), a 17-member council appointed by the Governor, Senate, and House of Representatives, is central to the present control of public school management in Florida. The duties of the FCEM are to identify: (1) relevant management competencies of school managers; (2) standards and procedures for evaluating manager performance; (3) training needed for developing competent school managers; (4) manager screening and selection criteria; (5) procedures for school manager certification; and (6) procedures for compensation of school managers. Following a synthesis of FCEM commissioned studies, a summary report proposed a list of 19 competencies as descriptive of "high performing" educational managers. The FCEM next developed a five-component Managerial Effectiveness Plan. Objective and performance oriented selection procedures of educational managers were pilot tested in several districts. A three-tier certification pilot included: educational leadership certification for all managers; school principal certification for school leaders; and professional school principal certification for experienced school leaders. A certification examination, pilot tested using graduate education students, formed the beginning data set for item and test analyses. The final form of the certification test was forwarded to the State for a two-year field test. (PN)

ED 268 207 UD 024 821

Flushing High School Project CERCA 1983-1984. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 58p.; Appendix B may not reproduce well due to small print.
GRANT- G00-84-003C
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Career Counseling; *Career Guidance; High Schools; *Hispanic Americans; *Limited English Speaking; *Program Effectiveness; Program Evaluation; Program Improvement
IDENTIFIERS- *New York (Flushing)

In its first year of Title VII funding, Project CERCA provided counseling and a comprehensive career education program and supplemented the bilingual academic program for a group of 200 limited-English-proficient Hispanic students in grades 9 through 12 in a high school in Flushing, New York. Data suggest that the primary goal of career counseling was successfully met. When tested for English language development at Level I in the spring, 75% of the students mastered at least one Criterion Referenced English Syntax Test (CREST) objective per month in both semesters. There was a decrease in raw scores from pretest to posttest on the New York City Reading Test. Passing rates in English as a second language (ESL) and RCT preparation courses exceeded 70% in both semesters. In general, students did not achieve the 75% passing criterion for content-area classes. Social studies students achieved the highest overall passing rates (79%) both semesters. Recommendations for strengthening the program are given, including establishing procedures for field testing and refining career units for classroom use, determining optimal class size for ESL, sharing data on student career goals and aptitudes, and changing the program's English language objectives to more accurately reflect typical student achievement. (CG)

ED 268 001 SE 046 525

Morrow, Richard; Beard, Earl
Problems Relating Mathematics and Science in the High School.
Maine Univ., Orono.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 35p.; For a related document, see SE 046 526.
GRANT- NSF-DPE-8319160
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; *Equations (Mathematics); High Schools; Logarithms; Mathematics Education; *Physics; *Problem Sets; Science Education; *Secondary School Mathematics; *Secondary School Science

This document contains various science problems which require a mathematical solution. The problems are arranged under two general areas. The first (algebra I) contains biology, chemistry, and physics problems which require solutions related to linear equations, exponentials, and nonlinear equations. The second (algebra II) contains physics problems which require solutions related to linear equations, quadratic equations, exponential functions, logarithms, nonlinear equations, conic sections (parabola) and conic sections (hyperbola). Each problem includes the mathematics and science content area (and concept) fostered, statement of the problem, and the solution. Among the concept areas included are velocity, Hooke's law, speed of sound, temperature, Ohm's Law, isotopes, molecular weight, heat transfer, population growth, mechanics, half-life, motion, kinematics, conservation of energy, acceleration, carbon-14 dating, radioactivity, sound, pH, electric circuits, and linear expansion. (JN)

ED 268 028 SO 017 004

Ogren, Sandra L.

The Problem of Evaluating Sex Bias in Textbooks and an Analysis and Evaluation of Sex Bias in Selected Editions of "Rise of the American Nation."

PUB DATE- 85

NOTE- 60p.; Masters Thesis, Carthage College.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Females; History Instruction; *History Textbooks; Secondary Education; *Sex Bias; *Textbook Bias; Textbook Content; *Textbook Evaluation; Textbook Research

IDENTIFIERS- *Rise of the American Nation (Harcourt Brace World)

The purpose of this study was to examine problems of evaluating sex bias in textbooks and to analyze the presence of sex bias in high school American history textbooks. Seven editions of "Rise of the American Nation" (Harcourt, Brace & World) were analyzed to determine if the 1982 edition indicated better sex equity than earlier editions (1977, 1972, 1969, 1966, 1964, and 1961). A researcher-designed instrument was adapted from Smith's (1977/1978) numerical comparison and Garcia and Woodrick's (1979) quantitative and qualitative analysis for statements and illustrations. The numerical comparison yielded mixed results with only one category improving consistently over time. Statement and analysis results demonstrated that the 1982 edition indicated better sex equity in all categories when numerical frequencies were compared, with the active categories producing data statistically significant at the .05 level on the chi-square test. Overall statement analysis showed females depicted as active and in traditional roles. Illustration analysis yielded mixed results with overall analysis showing females in more traditional roles and in only slightly more background illustrations. Conclusions imply that although a recent

textbook edition indicates better sex equity than earlier editions, supplementary materials should be included until the history of women becomes an integral part of history textbooks. Five pages of references conclude the document. (Author/LH)

ED 268 042 SO 017 031

Peters, Richard
The Social Studies Curriculum and Middle School Education in America.
PUB DATE- Mar 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Concept Formation; *Curriculum Design; Integrated Activities; Intellectual Development; Intermediate Grades; Junior High Schools; Learning Readiness; *Middle Schools; Skill Development; *Social Studies
IDENTIFIERS- Bruner (Jerome S)

The middle school grades are a period of transition: a time in the formal educational process when immature children develop into young adolescents who are better prepared for the rigors of higher education and life itself. In order to help children master the sophisticated social studies concepts and skills necessary for higher secondary education and effective citizen participation, the K-12 social studies curriculum must be continuously integrated and sequential. The social studies teach understandings, attitudes, and skills which are related to each other and general skills that are the tools to learning. Middle school students should learn by applying Jerome Bruner's model of: acquisition of new information; transformation of information; and evaluation of information. Since students in the typical middle school classroom frequently show a broad range of distinctive learning styles and ability, appropriate adjustments in instruction must be an integral part of curriculum design. This document includes two sample curriculum designs. (CFR)

Katter, Eldon, Ed.
Four Curriculum Models. Coming Together Again: Art History, Art Criticism, Art Studio, Aesthetics. Proceedings of the Kutztown Art Conference (41st, Kutztown, Pennsylvania, October 26, 1984).
Kutztown Univ., PA. Coll. of Visual and Performing Arts.
PUB DATE- 26 Oct 84
NOTE- 106p.; For a related document, see SO 017 070. Some photographs may not reproduce clearly.
GRANT- 855668
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Art Education; Art History; *Curriculum Development; Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Visual Arts

Proceedings of a conference on art history, art criticism, studio art, and aesthetics are presented. An overview entitled "For a New Beginning" outlines Pennsylvania's new curriculum requirements and their relationship to art education. Listings follow which cover Pennsylvania's goals of quality education and arts and humanities objectives respectively. The proceedings contain four position papers presented at the conference. The authors and titles are: "The Discipline of Art History: A Basis for Learning" (Mary Erickson); "A Study of Art Criticism in the Classroom" (Evan J. Kern); "The Studio Artist: A Component of a K-12 School Art Curriculum" (Diana Korzenik); and "Aesthetics, Cornerstone of the Art Curriculum" (Vincent Lanier). References and bibliographies accompany the position papers. (JH)

ED 268 178 TM 860 244

Cantor, Jeffrey A.; Hobson, Edward N.

The Development of a Model for Construction of Criterion Referenced System Achievement Tests for the Strategic Weapon System Training Program.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Armed Forces; *Criterion Referenced Tests; Military Personnel; *Military Training; Models; Performance Factors; Postsecondary Education; Questionnaires; *Scores; *Test Construction; *Vocational Evaluation
IDENTIFIERS- *Criterion Referenced System Achievement Tests; Ebel Method; Strategic Planning; *Strategic Weapons System Training Program

The development of a test design methodology used to construct a criterion-referenced System Achievement Test (CR-SAT) for selected Naval enlisted classification (NEC) in the Strategic Weapon System (SWS) of the United States Navy is described. Subject matter experts, training data analysts and educational specialists developed a comprehensive list of jobs/tasks and procedures necessary to the functioning of the NEC. This list resulted in a questionnaire of 360 items. Fleet technicians set performance standards, based on the Ebel method, for each job/task or procedure. Each group of test items were rated and summarized on a master matrix, and data findings were reduced to a percentage. Overall performance standards (cut scores) for each group of items were established and the test scoring algorithm was programmed into a computer. After testing, score reports are generated that detail technician performance in each of the major equipment categories. These reports describe performance in terms of the minimum acceptable cut scores, and in terms of overall fleet performance. This model provided a framework for a program evaluation which can supply feedback for management of organizational and personnel effectiveness, adjustments in training, and indications of new areas necessary for training. (PN)

Boulter, William F.; And Others
Teacher Unionism: Factors That Motivate Membership.
PUB DATE- 81
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Teacher Associations; *Teacher Attitudes; *Union Members; *Unions

The study reported in this paper sought to identify reasons why teachers do or do not join unions. In addition, the study sought to disclose relationships between certain demographic characteristics and those reasons. The National Education Association/American Federation of Teachers (NEA/AFT) Membership Questionnaire, a Likert-type attitudinal survey with 16 items, was developed and responded to by 226 randomly selected certified teachers who were employed in a southern state. Data regarding grade level taught, years of teaching experience, age, gender, and political party affiliation were obtained as demographic variables. Of the 226 respondents, 88 belonged to the NEA, and 6 belonged to the AFT. Most of the teachers were females. Union members rated economic and psychological reasons as most important in their decision to join a union. Nonmembers cited social reasons for joining a union. The only demographic characteristic that was a significant predictor of whether a teacher would join a union was political party affiliation. The test instrument and tabulations of survey results are appended. (CB)

ED 268 106 SP 027 440

Foyle, Harvey C.; Bailey, Gerald D.

Homework: The Human Relations Bridge between School and Home.

PUB DATE- 2 Mar 86
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (41st, San Francisco, CA, March 2, 1986)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Homework; *Parent Participation; *Parent Role; *Parent School Relationship; *Parent Student Relationship; Teacher Role

The concept of parent involvement in the school curriculum has been evolving over a period of years. As schools become more sophisticated in the education of children, they must become correspondingly more sophisticated in working with the parents of the children. A High-Active Parent Invovlement Program involves administrators, teachers, parents, and students. One part of that program is the daily "public relations package" known as homework. Homework is a human bridge between the possibilities of the school and the realities of the home. This paper presents strategies through which administrators and teachers can use homework as a public relations tool to obtain greater parental involvement, that will in turn lead to greater student achievement and positive attitudes toward the school and the teacher. Appendixes include a parent involvement continuum and a checklist for parents. (CB)

ED 268 122 TM 840 298

Tesch, Renata

Phenomenological Studies: A Critical Analysis of Their Nature and Procedures.

PUB DATE- Apr 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Empathy; *Phenomenology; Research Design; *Research Methodology; *Social Experience

Phenomenological research is defined and discussed in terms of its purpose and procedures. Phenomenology deals with subjective consciousness. Phenomenological research probes into the human experience to illuminate the complexity of individual perception. It is aimed at interpretive understanding. The general design for research consists of three phases. These include tentative conceptualization and general exploring of dimensions, filling in or checking leads, and confirmation of prototypal description. The content of phenomenological research consists of three types of questions. These include basic inner processes experienced by everyone at some point in life; experiences believed to be important sociological or psychological phenomena of our time; and changes or transitions that are very common or of special importance. Phenomenological research is valuable to empathetic understanding. It may also be of great value to educators and other professionals involved with children. (DWH)

ED 268 193 UD 024 766

Deskins, Donald R., Jr.
Minority Recruitment Data. An Analysis of Baccalaureate Degree Production in the United States.
PUB DATE- 22 May 84
NOTE- 829p.
AVAILABLE FROM- Rowman & Allanheld, 81 Adams Drive, Totowa, NJ 07512 ($55.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; *Bachelors Degrees; Black Colleges; Blacks; *College Graduates; *Employment Opportunities; Equal Opportunities (Jobs); Hispanic Americans; *Minority Groups; *Personnel Selection; Postsecondary Education; *Recruitment

This book identifies institutions where significant numbers of Blacks, Hispanics, Asians, and Native Americans receive their baccalaureate degrees. The information is provided in order to assist universities and businesses in recruiting minority candidates for professional positions, and to counter the prevelant idea that there is no available pool of minority students for such positions. The primary source of information is the 1978-79 Higher General Information Survey conducted by the U.S. Department of Education. The book is organized to facilitate recruitment strategies. The data are broken down by minority groups and then further by 24 disciplinary divisions; both minority group and discipline are broken down by state and by institution. Information is also given on the proximity of each institution to an airport. The data show that in 1978-79 10.8% of the baccalaureates conferred went to minorities, of which percentage 60.8% went to Blacks, 20.3% to Hispanics, 15.5% to Asians, and 3.4% to Native Americans. The states producing the largest number of minority baccalaureates were found to be California, New York, Texas, and Florida in that order. (CG)

ED 268 073 SP 026 713

Furtwengler, Carol; And Others
The Career Ladder Program in Tennessee.

PUB DATE- Apr 85
NOTE- 52p.; Paper presented to the National Council on Measurement in Education (Chicago, IL, April, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Career Ladders; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Master Teachers; *State Programs; Teacher Evaluation
IDENTIFIERS- *Career Ladder Progam; *Tennessee

The Career Ladder Program in Tennessee is a comprehensive teacher evaluation and certification system. The program is designed to attract, retain, and reward excellent teachers. On the basis of performance evaluation, teachers can move up a Career Ladder which provides monetary incentives and allows teachers professional growth opportunities through assisting beginning teachers and other extended contract activities. Local school systems are responsible for evaluation at the three lower levels of the Career Ladder--the probationary level, the apprentice level, and Career Level I. Evaluation at Levels II and III of the Career Ladder is a state responsibility. Links to a career development program allow teachers to improve performance as they climb up the ladder. Career Level II and III teachers are assigned to assist teachers at the lower levels to provide continuous monitoring and support for teachers at the school building level. The Careeer Ladder Progam in Tennessee allows teachers many options as they approach their chosen careers. (CB)

ED 268 151 TM 860 151

Khattab, Ali-Maher
The Construct Validity of Higher Order Factors Emphasizing Symbolic and Semantic Content Abilities.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Computer Software; *Factor Analysis; *Factor Structure; Gifted; Goodness of Fit; Grade 10; Grade 11; Grade 12; High Schools; Mathematical Models; Matrices; *Maximum Likelihood Statistics; Semantics; Symbolism; *Test Validity; Transformations (Mathematics)

IDENTIFIERS- Confirmatory Factor Analysis; Guilfords Structure of Intellect; LISREL Computer Program

This study investigates the extent to which the higher order factors of symbolic and semantic content are differentiated. The main concern is an expository description of the use of confirmatory factor analysis in establishing factorial validity. Reanalyzed data originally collected in 1968 involved a sample of 197 tenth, eleventh and twelfth grade gifted students from a middle-class urban school in Los Angeles. Confirmatory maximum likelihood factor analysis with the LISREL V computer program was used to test the goodness-of-fit to the data of three alternative models of higher order intellectual ability factors: a model of two higher order factors of symbolic and semantic content; a model of one general factor; and a null model of no factor structure. Three different matrices were specified: lambda pattern, phi, and a theta delta. Five procedures for assessing the fit of the proposed models included: (1) examination of LISREL V analysis results; (2) goodness-of-fit index; (3) root mean square residual; (4) Tucker-Lewis reliability coefficient, rho; and (5) a comparison of nested models. The two factor model appears to provide a better data fit than both the one factor or null model. The hypothesis that a previous differential correlation was inflated by transformations tests was supported. (PN)

ED 268 165 TM 860 226

Graduation Requirements and the Hawaii State Test of Essential Competencies (H.S.T.E.C.). Effective for the Class of 1983.

Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.

PUB DATE- Aug 82
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Basic Skills; Grade 9; *Graduation Requirements; High Schools; High School Seniors; Mastery Tests; Minimum Competency Testing; *State Programs; *Testing Programs; *Test Interpretation; *Test Use
IDENTIFIERS- Hawaii State Department of Education; *Hawaii State Test of Essential Competencies

Starting with the ninth grade, Hawaiian students are given the opportunity to take the Hawaii State Test of Essential Competencies (HSTEC) to demonstrate mastery of 14 Essential Competencies. These competencies are grouped into those covering the Basic Skills area and those covering the Other Life Skills area (e.g., distinguishing fact from fiction). Scores are reported by each Skill area and each Essential Competency. A student must correctly answer 28 of the Basic Skills questions and 33 of the Other Life Skills questions to demonstrate mastery of the 14 Essential Competencies. If mastery is not demonstrated on any one Skill area, the entire test must be retaken. Individual Competency scores are reported to assist the teacher in evaluating areas of weakness that must be attended to for the individual student. Administering the HSTEC to ninth grade students provides an additional year in which to utilize instructional strategies designed to assist students who might be most in need of the additonal time. It also provides an additional opportunity for the student to demonstrate mastery. A sample HSTEC individual report is presented and an interpretation is briefly discussed. (PN)

ED 268 208 UD 024 822

Evander Childs High School Cooperative Work-Study Program for Bilingual Students 1983-1984. OEA Evaluation Report.

PUB DATE- 86
NOTE- 56p.; For an earlier report, see ED 247 337. Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Bilingual Education Programs; *Career Counseling; Career Education; *English (Second Language); High Schools; *Hispanic Americans; Limited English Speaking; *Program Effectiveness; Program Evaluation; Program Improvement
IDENTIFIERS- *New York (Bronx)

In its final year of a 2-year funding cycle, the Cooperative Work-Study Program for Bilingual Students offered bilingual instruction, career exploration programs, and supportive services to approximately 220 students in grades 9 through 12 at a high school in Bronx, New York. Almost all students were Hispanic and most were non-native born and of limited English proficiency. The program goal was to develop students' proficiency in English and to increase their career awareness, while preserving students' native language and culture. In English language development, students surpassed the proposed objectives. Posttest means in reading and writing were significantly greater than the pretest means; in mathematics, posttest scores were significantly greater than pretest scores. When compared with mainstream students, program students had a significantly higher pass rate in English courses, in global history, and in spring semester mathematics courses. A higher proportion of program students passed teacher-designed biology tests and native language arts classes. Program students had a higher rate of attendance than the school population as a whole. Recommendations for improving future programs are given, primarily involving expanding and redirecting career exploration and orientation. (CG)

Lederman, Norman G.; Zeidler, Dana

Science Teachers' Conceptions of the Nature of Science: Do They Really Influence Teaching Behavior?

PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; High Schools; Influences; Science Education; *Science Teachers; *Scientific Enterprise; *Secondary School Science; *Teacher Behavior
IDENTIFIERS- Nature of Scientific Knowledge Scale; Science Education Research

This research tested the validity of the prevalent assumption that a teacher's conception of the nature of science influences his/her classroom behavior. The subjects consisted of 18 senior high school biology teachers and one randomly selected tenth-grade biology class of each teacher. Each class (mean size of 22.72 students) was heterogeneous with respect to sex, race, and socioeconomic status. Teachers were compared with respect to their conceptions of six aspects of the nature of science (amoral, creative, tentative, testable, parsimonious, and unified) as measured by the Nature of Scientific Knowledge Scale (NSKS). Quantitative comparisons were made between "high" teachers (those exhibiting the highest NSKS scores) and "low" teachers (those exhibiting the lowest NSKS scores) with respect to 44 classroom variables. Only one variable differentiated between the "high" and "low" groups of teachers. Thus the data did not support the prevalent assumption that a teacher's conception of the nature of science influences his/her classroom behavior. Interestingly, most of the classroom variables used for teacher comparisons have previously been shown to be related to improved student conceptions of the nature of science. (Author/JN)

ED 268 002 SE 046 526

Beard, Earl; Morrow, Richard

A Math-Science Workshop: Mathematics and Science--Language, Communication and Problem Solving.

Maine Univ., Orono.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 29p.; For related document, see SE 046 525.
GRANT- NSF-DPE-8319160
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- High Schools; *Inservice Teacher Education; Mathematics Education; *Mathematics Instruction; Problem Solving; Science Education; *Science Instruction; *Secondary School Mathematics; *Secondary School Science; *Teacher Workshops; Teaching Methods

A set of teaching and workshop materials has been developed to illustrate the different uses of mathematics in high school mathematics and science classes. It consists of this packet of workshop activities with detailed instructions on how to use them in a combined mathematics-science workshop and a related set of problems (with solutions) that focus on the mathematical topics most commonly used in science classes. The packet includes: (1) background information on the workshops; (2) description of materials provided; (3) workshop responses; (4) a description of four types of workshops; (5) directions for and strategies used in leading the different types of workshops; (6) things to look for during workshop discussions; and (7) viewgraph (overhead transparency) masters. (JN)

ED 268 016 SO 016 973

Ingels, Steven J.; O'Brien, Mary Utne
Factors Associated with Changes in Youths' Attitudes Toward Economic Issues.
National Opinion Research Center, Chicago, Ill.
PUB DATE- May 85
NOTE- 60p.; Paper presented at the Annual Conference of the American Association for Public Opinion Research (40th, McAfee, NJ, May 16-19, 1985). For related document, see SO 016 974.
AVAILABLE FROM- Librarian, National Opinion Research Center, University of Chicago, 6030 S. Ellis Ave., Chicago, IL 60637 (photocopy cost).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Economics Education; *Educational Research; Junior High Schools; *Student Attitudes; *Values

Results of a two-part study of the economic attitudes of junior high school students are presented. While the primary thrust of Phase I of the project was to develop reliable and valid multi-item scales, the Economics Values Inventory (EVI), additional purposes were to test tentative hypotheses about factors associated with attitude differences and change, and to gain a glimpse into the actual content of adolescent economic activities. The Phase II design specified an initial measurement, or pretest, of students' economic attitudes as measured on the EVI scales, followed by an instructional period, then a post-test of the same youth's economic attitudes. Responses of the pretest group (N-1911), were factor-analyzed to see if essentially the same factors would emerge as in Phase II. In Phase I, economics knowledge proved to be the strongest predictor of students' economic attitude differences. The Phase II pre- and post-test displayed this tendency to an even greater extent. Greater economic knowledge was associated with (1) stronger affirmation of the free enterprise system; (2) an increased trust in business; (3) a decrease in feelings of being economically powerless and alienated; (4) decreased affirmation of governmental responsibility for social welfare; and (5) higher opposition to government price-setting, to unions, to statements that workers are treated unfairly, and to statements that attack the economic status quo. A copy of the EVI is appended. (LH)

ED 268 043 SO 017 034

McTeer, J. Hugh
Gender Differences in Attitude toward Economics.
PUB DATE- 19 Nov 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; Comparative Analysis; *Economics Education; Educational Research; Females; Geography Instruction; High Schools; History Instruction; Males; Noncollege Bound Students; Psychology; *Sex Differences; *Social Studies; *Student Attitudes; Student Reaction; United States Government (Course)

Approximately 1820 high school seniors from 14 schools in Georgia were surveyed to determine their attitudes toward five areas of the social studies: economics, geography, government, history, and psychology/sociology. Results indicated that economics was selected as the least-liked subject area more often than any other social studies area. In relation to the subject area selected as the most liked, students chose economics below history and psychology/sociology but higher than geography and government. College-bound students expressed a less favorable attitude toward economics than did seniors who did not plan to attend college. No gender differences were found in relation to economics being the least liked subject area. However, a significantly larger number of females chose economics as being most liked than did males. (RM)

ED 268 059 SO 017 070

Burkett, Mary, Ed.; And Others
Coming Together Again: Making the Balanced Curriculum Work. Proceedings of the Kutztown Art Conference (42nd, Kutztown, Pennsylvania, November 1, 1985).
Kutztown Univ., PA. Coll. of Visual and Performing Arts.
PUB DATE- 1 Nov 85
NOTE- 76p.; For a related document, see SO 017 069.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Curriculum Development; Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Units of Study; Visual Arts

Articles in this publication summarize, and in some instances elaborate the proceedings of a conference on the development of a balanced art curriculum. After an introduction, national and state level goals are outlined. This is followed by excerpts from "Arts Education in Pennsylvania Public Schools: An assessment." The authors and titles for the individual presentations are: "An "Intelligence" Approach to Arts Education" (Howard Gardner); "Children's Conceptions of the Arts" (Howard Gardner, Ellen Winner, and Mary Kircher); "Children's Concepts of Art" (Mary Burkett); and "A Developmental Model of Artistic Processes" (Mary Erickson and Terri Kriebel). Outlines of 12 elementary and 19 secondary art activities are presented dealing with such subjects and approaches as creating a meaningful art history program, ornamental headpieces, linking arts and humanities, working with metals, and water color. (JH)

ED 268 107 SP 027 453

Vollmer, Marian L.; And Others
Meeting the Teacher Shortage Head On.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Graduate Study; Higher Education; *Internship Programs; Laboratory Schools; *Masters Degrees; *Preservice Teacher Education; *Teacher Education Programs; Teacher Shortage
IDENTIFIERS- *Master of Arts in Teaching; University of Pittsburgh PA

The University of Pittsburgh has exerted concerted efforts to attract and retain liberal arts majors in teacher education, and insure high caliber graduates from its training program. One such program geared to upgrading the professional quality of its graduates is the Master of Arts in Teaching (MAT) program at the University's laboratory school. The MAT program is a graduate internship designed for college graduates with degrees in liberal arts, education, or other professional fields. The program extends over four terms beginning with the Summer Session and continuing for a full calendar year. During this year the intern spends each week of the school year at Falk School, the university's laboratory school. The 180-day clinical experience at the laboratory school involves teaching responsibilities during school hours which are monitored by the master teacher to whom the intern is assigned, and formal classes held after school hours. This paper describes the MAT model of teacher development and the rigorous qualifications and standards employed to insure a high caliber student pool accepted into and graduated from its program. (JD)

ED 268 137   TM 850 739

Brant, Rollin
Smoothed Residual Plots for Generalized Linear Models. Technical
Report #450.

Minnesota Univ., Minneapolis. School of Statistics.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Graduate School.
PUB DATE- Apr 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Estimation (Mathematics); *Generalizability Theory; Goodness of Fit; *Mathematical Models; *Maximum Likelihood Statistics; *Predictive Validity; Regression (Statistics); Research Methodology; Sample Size; Statistical Bias; Statistical Significance
IDENTIFIERS- *Linear Models; Outliers; *Residuals (Statistics); Smoothing Methods

Methods for examining the viability of assumptions underlying generalized linear models are considered. By appealing to the likelihood, a natural generalization of the raw residual plot for normal theory models is derived and is applied to investigating potential misspecification of the linear predictor. A smooth version of the plot is also presented, as are asymptotic standard errors appropriate for assessing the significance of apparent deviations from the presumed model. In attempting to devise procedures appropriate for exploratory analysis, it is important to balance the necessities of flexibility and computational economy against the desirability of a clear inferential framework. Methods based on residuals, particularly in combination with simple smoothing techniques are appealing and can be placed within a more formal parametric framework of the generalized linear model. This formalization provides indications towards procedures which are more efficient and informative. The paper states that completely satisfactory development remains a more or less distant, and perhaps, unrealistic goal. (Author/PN)

ED 268 179 TM 860 245

Norcross, John C.; Stevenson, John F.
Evaluating Clinical Training: Measurement and Utilization Implications from Three National Studies.
PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Evaluation Research Society (Toronto, Ontario, Canada, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Clinical Psychology; *Clinical Teaching (Health Professions); *Educational Quality; Evaluation Methods; Higher Education; *Medical Education; National Surveys; *Program Effectiveness; *Program Evaluation; Questionnaires

This paper draws on three national studies of professional psychology programs to identify measurement and utilization implications for the evaluation of clinical training. The focus is on the evaluation of the training program rather than the evaluation of students' performance/competence. The directors of 315 programs--74 psychology training clinics, 62 clinical psychology doctoral programs, and 179 predoctoral internships--responded to mailed questionnaires. The questionnaires were designed to: (1) assess the current use of informal and formal training evaluation procedures; (2) gauge the relative impact of these procedures in judging the quality of training; and (3) delineate the major obstacle in conducting this type of evaluation. Aggregate results indicated that evaluation practices heavily favor student-focused, impressionistically-collected, and qualitatively-oriented sources of evidence to judge the training enterprise. Program directors rated written evaluations, formal accreditation reports, trainees' evaluations, and numerical ratings of program effectiveness the most useful measures in gauging the quality of training. Rigor, resistance and resources consistently emerged as the most intractable problems to meaningful evaluation. Findings also indicated considerable convergence in training evaluation designs, measures and obstacles across settings. These marked similarities suggest that site variation is quite limited. Several implications for training evaluation are presented. (Author/PN)

Kamens, David H.; Jepperson, Ronald L.
The Expanding State and the U.S. "Civic Culture": The Changing Character of Political Participation and Legitimation in the Post-War U.S. Polity.
PUB DATE- Aug 85
NOTE- 60p.; Paper presented at the American Political Science Association (New Orleans, LA, August 1985). Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Citizen Participation; Civics; *Elections; Governance; Intellectual History; *Political Attitudes; Public Policy; *Social Change; *Voting

Provided is an integrated sketch of systematic changes in patterns of political participation and legitimation, and suggestions for where one might begin to look for the sources of such change. Following an introductory section, section 2 reviews time-series data on electoral participation, party identifications, and attitudes toward electoral institutions. Lines of explanation most often found in the research literature are outlined and evidence suggesting that such preferred explanations appear complete is reviewed. Section 3 sets the context for the argument by discussing the expanded activity and social penetration of the central government: the reorganization of the American political system (e.g., the reconfiguration of federalism) and the expansion of public authority and citizenship claims in the U.S. polity. Section 4 presents an explanatory sketch suggesting ways in which shifts in citizen repertories might be tied to institutions of the political environment. Evidence of expanding collective forms of political activity is presented in section 5. The final section discusses implications of the argument for understanding the character of "legitimation" in a changed polity. The report concludes that shifts in electoral participation, the changes in attitudes, and the increasing prominence of collective activity seem to constitute a reorganization of the U.S. political culture: an evolution from the associated politics of the "civic culture" to the claimant politics of a collective action polity. (LH)

ED 268 074 SP 026 812

Metropolitan Life Survey of State Actions to Upgrade Teachers and Education.

SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- Mar 85
NOTE- 97p.; Prepared by Program Planners, Inc.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Career Ladders; Curriculum; Discipline; *Educational Change; *Educational Improvement; Graduation Requirements; Merit Pay; *State Action; *Student Educational Objectives; Teacher Salaries; *Teaching (Occupation); Testing

A nationwide survey in 1984 asked teachers their opinions on a variety of reform suggestions for educational improvement. As a followup this survey sought to determine what the states were actually doing about these reforms. In the area of teacher-related reforms, information is provided on actions taken in each state on: (1) teacher compensation; (2) career aldders; (3) merit pay; (4) new graduate apprenticeships and non-certified professionals; (5) special incentives to teach; (6) teacher competency tests; and (7) performance evaluation. State actions for each state are reported in the following areas of suggested student-related reforms: (1) basic skills; (2) broadening of the curriculum; (3) competency tests; (4) graduation requirements; (5) discipline; (6) extended school day or school year; and (7) homework. (JD)

ED 268 090 SP 027 386

Brown, Alan F.
Cognition, Character and Quality of Life.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Job Satisfaction; Quality of Working Life; *Teacher Attitudes; *Teacher Morale; *Teaching Conditions

In a study of some cognitive determinants of job satisfaction, attention was focused on the idiosyncratic way a teacher responds to being a teacher. It was hypothesized that subjective variables may have as much to do with improving individual morale as the traditional exhortative or manipulative approach. In a study of 45 teachers who described elements of work they found satisfying, rewarding, or stimulating as opposed to those they found dull, bland, or tedious, the teachers' stated quality of work life clearly favored those who were more resourceful in describing teaching and showed higher cognitive complexity. Also favored were those teachers who were more professionally literate and showed a higher level of cognitive awareness. (CB)

ED 268 123 TM 840 299

Reynolds, H. N.
Performance of Deaf College Students on a Criterion-Referenced "Cloze" Test of Reading Comprehension.
PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cloze Procedure; *College Students; Criterion Referenced Tests; Deafness; *Hearing Impairments; Higher Education; Reading Achievement; *Reading Comprehension; *Reading Tests; Test Interpretation
IDENTIFIERS- *Degrees of Reading Power; Gallaudet College DC

The problems inherent in the use of norm-referenced achievement tests in evaluating reading comprehension may be alleviated through the use of a criterion-referenced, cloze type test. The Degrees of Reading Power (DRP) Test, published by the College Entrance Examination Board (1980), was designed to measure students' ability to understand English prose written at different levels of difficulty. A modified cloze procedure is used in which each passage includes seven sentences with one word deleted. This study investigated the applicability and research potential of the DRP Test for a sample of 100 hearing impaired college students at Gallaudet College. The distribution of scores on the DRP scale of prose difficulty were used to evaluate the degree of compatibility between text difficulty and student reading level. Comparisons were made with DRP test score distributions for hearing students at different grade levels. DRP scores were correlated with several factors including degreeof hearing loss, age at onset of deafness, articulation ability, and years of experience in sign communication. Further research is needed to establish the relationship between prose difficulty and level of comprehension on the DRP scale for deaf subjects; nevertheless, the DRP Test is held to be a valuable instrument for the assessment of reading achievement in hearing impaired students. (DWH)

ED 268 194 UD 024 768

Evanson, Elizabeth; Uhr, E.
The Changing Economic Circumstances of Children: Families Losing Ground.
Wisconsin Univ., Madison. Inst. for Research on Poverty.

PUB DATE- 86
NOTE- 7p.; For related document, see UD 024 699.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Children; Economically Disadvantaged; *Economic Status; Family Financial Resources; *Family Income; Hispanic Americans; *One Parent Family; *Poverty
IDENTIFIERS- *Economic Trends

In 1974, children under 18 displaced the elderly as the poorest age group, and in 1985 households with children accounted for over two-thirds of all poor people in the United States. To better understand the factors underlying the deteriorating well-being of families with children, census data on family income from 1967 to 1984 was studied. Three patterns characterized that span of years: mean family income grew from 1967 to 1973, remained stable from 1973 to 1979, and turned downwards in the early 1980's. Experiences differed among two-parent and single-mother families, the latter enjoying little income growth in the more prosperous early period and larger declines later on. In recent years, the demographic shift toward single-parent families has lowered mean incomes of all families, especially Blacks. Comparisons of three separate cohorts of families (aged 25-45 in 1949, 1967, and 1984) found that the annual rise in average income was proportionately lower for the later cohorts. Moreover, the gaps between rich and poor have widened: over the 1967-84 period, the 40 percent of families with the highest incomes have grown richer, while the other 60 percent has grown poorer. Despite greater government spending on social programs, family incomes have not kept up with consumer prices, because: (1) the number of families headed by women has increased: (2) more and more government transfers have gone to the elderly, while the real value of transfers to poor, nonelderly families has declined; and (3) family earnings have been gradually declining. (KH)

ED 267 987 SE 046 509

Good, Ron; Shymansky, James A.

Issues Regarding the Establishment of Criteria for the Analysis and Selection of Science Textbooks.

PUB DATE- Mar 86
NOTE- 54p.; Paper presented at a joint meeting of the School Division-Association of American Publishers, the National Association for Research in Science Teaching and the National Council of Teachers of Mathematics (Atlanta, GA, March 17-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Science Education; *State Surveys; *Textbook Evaluation; Textbooks; *Textbook Selection

The first part of this paper discusses the nature and use of high-inference and low-inference criteria for the evaluation of science textbooks. The second part discusses a project entitled Criteria for the Analysis and Selection of Science Textbooks (CASST). Included are results of a state survey which show that very little emphasis is given to problem-solving in the forms used by textbook adoption committees, that few states use science textbook appraisal forms that are specifically designed for grade level groupings, and that science process skills are not often given much prominence in textbook evaluation forms. Based on these and other findings from the state survey and from eight recommendations offered (such as suggesting that more emphasis on the laboratory-based development of science process skills is needed in the elementary grades), the final section of the paper outlines the basis for the development of high- and low-inference instruments that can be used to analyze (and ultimately improve) science textbooks. Six pages of references conclude the report. (JN)

Data User Guide to the National Science Foundation's Academic Science and Engineering Statistics Survey Data Tapes, Version 5.
Quantum Research Corp., Chevy Chase, MD.
SPONS. AGENCY- National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
PUB DATE- Feb 86
NOTE- 128p.
CONTRACT- SRS-84-20649
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Colleges; *Databases; *Engineering; Engineering Education; Engineers; *Expenditures; *Federal Aid; *Graduate Students; Higher Education; Information Retrieval; Science Education; *Sciences; Scientists; Surveys; Universities
IDENTIFIERS- National Science Foundation

The purpose of this guide is to introduce the potential user to the Academic Science and Engineering Statistics Survey Database and to provide detailed information on the data structures and formats of the archival and public-use tapes derived from that database. The guide is divided into eight sections which deal with: (1) overview information; (2) nature of the Academic Science and Engineering database; (3) survey data tapes (noting that "archival" tapes are those generated for National Science Foundation's-NSF use while "public-use" tapes are versions specifically generated for distribution to data users outside NSF); (4) data and data tapes related to the Survey of Scientific and Engineering Expenditures at Universities and Colleges; (5) data and data tapes related to the Survey of Scientific and Engineering Personnel Employed at Colleges and Universities; (6) data and data tapes related to Survey of Graduate Science and Engineering Students and Postdoctorates; (7) data and data tapes related to applications for NSF traineeships; and (8) data and data tapes related to the Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Institutions. Additional information (including various codes, sample survey questionnaire forms, references, and sample tape directory and tape dump) are included in the appendices. (JN)

ED 268 044 SO 017 035

Perrone, Vito
Peace Studies.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- 86
NOTE- 9p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- Citizen Participation; Citizenship Education; Controversial Issues (Course Content); *Course Content; Curriculum; *Curriculum Development; Disarmament; *Educational Needs; Elementary Secondary Education; *Nuclear Warfare; *Peace; Program Content; *Social Studies; Youth

Themes that should be included in an elementary and secondary peace studies curriculum are discussed in this newsletter essay. Social studies teachers must use great discretion as to what topics in the peace studies curriculum are taught at what level. The study of nuclear arms should be included in peace studies at the secondary level. Research and informal interviews with secondary and college students indicate that youth are not knowledgeable about nuclear arms and, furthermore, do not think that nuclear policy can be influenced by what individuals do or don't do. The social studies curriculum teaches students a great deal about war. But it should also, through peace studies at all levels, focus greater attention on peace. Elementary and secondary students should learn about peacemakers, those who oppose war, and about alternatives to war. There are many other themes that can be included in peace studies curriculum, e.g., foreign language study, cross cultural studies, and sister city/sister school projects. (RM)

Goodman, Jesse
Constructing a Practical Philosphy of Teaching: A Study of Preservice Teachers' Professional Perspectives.
PUB DATE- Apr 86
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Philosophy; *Education Majors; Higher Education; Preservice Teacher Education; *Student Teacher Attitudes

A study probed into the thinking and actions of preservice teachers in an effort to illuminate more clearly the nature of teaching perspectives. The study also investigated the way in which these students organized their perspectives into a practical philosophy of teaching. Psychosocial dynamics underlying the development of the students' perspectives were also examined. Observations of preservice elementary school teachers, and interviews with them, served as the two major means of data collection. Areas such as cooperation, authority, autonomy, self concept, and intuitive screens were investigated. Findings indicated that students' thinking was in a state of flux. Although some had notions of teaching before enrolling in the teacher education program, the ideas had not been systematically organized into a well-defended theory of teaching. It is concluded that significantly more in-depth research must be conducted on the complex occupational socialization of teachers. (CB)

ED 268 108 SP 027 456

Garibaldi, Antoine M.

The Decline of Teacher Production in Louisiana (1976-83) and Attitudes toward the Profession.

Southern Education Foundation, Atlanta, Ga.
PUB DATE- Mar 86
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; Elementary Secondary Education; *Minority Group Teachers; *State Norms; Teacher Certification; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Louisiana

A study sought to examine the current status of teacher supply in Louisiana, with special attention to the number of black and minority teachers and education majors. Ethnographic research procedures were used to identify trends and factors in the decline in the supply of education students and teachers in Louisiana. Methods included: analysis of graduation statistics for Louisiana schools of education; interviews with deans of education in Louisiana; analysis of black and white performance on the National Teachers Examination (NTE) in Louisiana; analyses of entry level teaching certificates of Louisiana education graduates; and interviews with education and noneducation majors in Louisiana schools. The hypothesis that there has been a steady decline in the number of education graduates in Louisiana since 1976 was confirmed. The study data also showed that the number and proportional representation of black graduates has dropped substantially and sharply. The report discusses in detail the study methodology and results, and presents seven recommendations concerning teacher salaries, financial incentives, teacher recruitment, the NTE, legislative needs, and community involvement. (CB)

ED 268 138 TM 850 775

Mislevy, Robert J.
Bayes Modal Estimation in Item Response Models.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
REPORT NO.- ETS-RR-85-33
PUB DATE- Aug 85
NOTE- 57p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; *Bayesian Statistics; *Estimation (Mathematics); *Latent Trait Theory; *Mathematical Models; Maximum Likelihood Statistics; *Psychometrics; Simulation; Statistical Analysis; Statistical Data
IDENTIFIERS- *EM Algorithm; *Item Parameters; One Parameter Model; Population Parameters; Three Parameter Model; Two Parameter Model

Simultaneous estimation of many parameters can often be improved, sometimes dramatically so, if it is reasonable to consider one or more subsets of parameters as exchangeable members of corresponding populations. While each observation may provide limited information about the parameters it is modeled directly in terms of, it also contributes information about the populations to which they belong. Knowledge about the populations, generally superior to knowledge about individual parameters, can in turn be brought to bear in the estimation of any individual parameter. This article describes a Bayesian framework for estimation in item response models, with two-stage prior distributions on both item and examinee populations. Strategies for point and interval estimation are discussed and a general procedure based on the EM algorithm is presented. Details are given for implementation under one-, two-, and three-parameter logistic item response theory models. Novel features include minimally restrictive assumptions about examinee distributions and the exploitation of dependence among item parameters in a population of interest. Improved estimation in a moderately small sample is demonstrated with simulated data. Possible extensions of the procedures are discussed. (Author/PN)

ED 268 152 TM 860 153

Powell, Jack L.; Brand, Alice G.
The Development of an Emotions Scale for Writers.
PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Measures; *Authors; *Behavior Rating Scales; Factor Structure; Higher Education; High Schools; Item Analysis; Orthogonal Rotation; *Test Construction; Test Items; Test Reliability; *Writing Processes
IDENTIFIERS- *Brand Emotions Scale for Writers; Emotions

The Brand Emotions Scale for Writers (BSEW) is a 20-item scale designed to measure the emotions of writers; (1) immediately before writing (state-before), (2) immediately after writing (state-after), and (3) when writing in general (trait). This paper describes the development of BSEW and the factor structure of these three different forms. Common factor analyses (orthogonal rotation) yielded two factors for each of the three forms (state-before, state-after, and trait when writing) accounting for 36 percent, 42 percent and 44 percent of the total variance, respectively. The item composition of the two factors, labeled positive and negative, were very similar across the three forms. The BSEW appears to be an internally consistent instrument. The paper states: (1) that research using these scales can investigate emotional change due to writing by comparing before- and after-writing emotions; (2) that these emotions can also be measured during the writing process; and (3) that mediating variables associated with any changes can be identified. The appendices contain a demographic data sheet, as well as both forms S and TWW of the BSEW. A five-page list of references is included. (Author/PN)

ED 268 166 TM 860 227

Chang, Moon K.
Study-Aid Test and Level of Anxiety.
PUB DATE- Jun 85
NOTE- 10p.; Paper presented at the International Conference of the Society for Test Anxiety Research (6th, Dusseldorf, West Germany, June 13-15, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Achievement Tests; Analysis of Variance; Grades (Scholastic); Higher Education; *Instructional Materials; *Pretesting; Statistical Significance; *Test Anxiety; Testing; Testing Problems
IDENTIFIERS- *Achievement Anxiety Test

This study focused on two questions: (1) whether the types of study-aid test, or the levels of test anxiety would affect the level of performance on the test under non-anxious conditions; and (2) whether there would be any interaction effect between the types of study-aid test and the levels of anxiety under non-anxious conditions. Twelve female undergraduate students were randomly assigned to two high anxiety or to two low anxiety groups--according to the Achievement Anxiety Test. Each pair of groups received a study-aid test with keyed answers or a study-aid test with keyed answers plus brief explanations. Following three weeks of studying, all subjects were tested with the learning achievement test consisting of 50 test items randomly selected from the 250 items of the study-aid test. The results of an analysis of variance indicated that the types of study-aid test and the levels of test anxiety had no significant effect on test performance. Further, the interaction of the types of study-aid test and the levels of test anxiety was also nonsignificant. One reason given to explain why test anxiety was not related to test performance is that grades were not tied to test performance in this study. (PN)

ED 268 209 UD 024 830

Martin, Jean I.; Meade, Phil

The Educational Experience of Sydney High School Students. Report No. 1: A Comparative Study of Migrant Students of Non-English-Speaking Origin and Students Whose Parents Were Born in an English-Speaking Country.

Academy of Social Sciences in Australia, Canberra.; Australian Dept. of Education, Canberra.

REPORT NO.- ISBN-0-642-04360-4
PUB DATE- 79
NOTE- 46p.; For reports 2 and 3 in this series, see UD 024 831-832.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Educational Attainment; *Educational Experience; Equal Education; Ethnic Groups; Ethnic Origins; Foreign Countries; High Schools; *High School Students; *Immigrants; Limited English Speaking; *Non English Speaking; Occupational Aspiration; Self Esteem; Student Attitudes; Student School Relationship

IDENTIFIERS- *Australia (Sydney); English Speaking

An overview of the preliminary findings of a large-scale longitudinal (1974-77) survey of the educational needs and social problems of immigrant students in Sydney, Australia, is presented in this report. Four findings are treated as most significant: (1) Differences among immigrants of different non-English-speaking background are so great that to pool them in a single category is often misleading. (2) In confirmation of previous studies, large numbers of students from non-English-speaking ethnic groups reject the "institutional ideology" of their school by clinging to high aspirations and staying at school despite a low level of performance as the school assesses it. (3) The theories of the "stunting" and "liberating" effects of immigration do not adequately explain the experiences of the students studied. (4) Because the survey stops at the point at which the students leave school, its results cannot be used to predict how the subjects will fare when they face employers and tertiary institutions. In view of these findings the educational system is called upon to break the dominance of the "institutional ideology" and to better serve children of low IQ and low socioeconomic status whom it now does its best to throw off. It is further recommended that resources be used to dislodge the explicit anti-immigrant prejudices of some schools, and that resources are also needed for monitoring and for further research. References and statistical data are appended. (KH)

ED 268 017 SO 016 974

Ingels, Steven J.; O'Brien, Mary Utne
An Evaluation of the Impact on Attitudes and Values of the Text, "Our Economy: How It Works." NORC Project 4420.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Foundation for Teaching Economics, San Francisco, Calif.
PUB DATE- Jun 85
NOTE- 96p.; For a related document, see SO 016 973.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Economics Education; *Educational Research; Junior High Schools; *Student Attitudes; Textbook Research; *Values

This evaluation of the impact of the text, "Our Economy: How It Works," on student attitudes and values reports the findings of a study of ninth grade students in three cities: Cedar Rapids, Iowa; Durango, Colorado; and Minneapolis, Minnesota conducted over portions of the 1984-85 school year. Economics Values Inventory (EVI), the design for the evaluation, specified an initial measurement of the same youths' economic values. The central finding was that, for the main comparison group, the text had a measurable impact on student values and attitudes. While both users and non-users had essentially similar EVI scale means at the pretest, their attitudes significantly differed at the post-test, as measured by a number of scales. Specifically, text users were (1) more supportive of the American economic system, (2) showed more trust in business, (3) felt a greater sense of personal economic efficacy, (4) were more likely to feel that the treatment of workers is fair, and (5) were less likely to express disagreement with the economic status quo. As in the earlier phase of the research, extent of economic knowledge continued to be the strongest predictor of student attitude differences on the EVI. Appendices include the EVI, statistical tables, the senior high school version of the EVI, and student Posttest Questionnaire with item means and response frequencies. (LH)

ED 268 060 SO 017 073

Women's History, Women's Future: A Teacher Resource Guide.
New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

PUB DATE- 86
NOTE- 14p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Females; Learning Activities; *Mathematics; *Sciences; Sex Bias; *Sex Role; *Sex Stereotypes; Teacher Attitudes
IDENTIFIERS- *Womens History Week

One of a five-part series, this booklet is designed to help teachers identify resources to combat the adverse effects of sex bias and sex-role stereotyping in the existing curriculum. Material is divided into five sections. Following a foreword, a brief section suggests methods for reducing math avoidance. A third section lists selected noteworthy women in mathematics and science throughout history. A total of 29 classroom activities is provided in section four. A bibliography of teacher resources including books, instructional units, and films concludes the document. (CFR)

ED 268 180 TM 860 247

Bliss, Leonard B.; Mueller, Richard J.
An Instrument for the Assessment of Study Behaviors of College Students.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; College Students; Educational Development; *Factor Analysis; Factor Structure; Higher Education; Interest Inventories; Psychometrics; Student Behavior; *Study Habits; *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- *Study Behavior Inventory

The psychometric properties of an instrument designed to assess study behaviors of college and university students were examined. A convenience sample of 1052 undergraduates at a group of midwestern colleges and universities and at a four-year college in a United States Caribbean territory responded to the Study Behavior Inventory (SBI), Form D. A series of factor analyses using the principal components model with iteration and varimax rotations yielded three factors composed of items which appear to deal with feelings of competence, preparation for daily routine academic tasks, and preparation for special academic tasks (e.g., term papers and examinations). Internal consistency reliability estimates for the entire instrument and the items in each of the three factors ranged from .70 to .88. The findings indicated that the SBI is a valid and reliable instrument for assessing study behaviors. It is suggested that providers of developmental education and other study skills program should consider including a strong counseling component in their offerings and that it may be useful to view study behaviors as consisting of two sets of activities directed toward short term, routine goals and toward long range, specific goals, respectively. References and tables are appended. (Author/PN)

ED 268 030 SO 017 010

Rosen, Seymour M.
Education in the U.S.S.R.: Current Status of Secondary Education.
Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 108p.; Prepared by the Comparative Education Branch.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Comparative Education; Course Content; Curriculum; Degree Requirements; Educational Objectives; Educational Opportunities; Educational Research; Enrollment Rate; Foreign Countries; *Nontraditional Education; *Public Education; School Entrance Age; School Schedules; Secondary Education; Teacher Education; *Test Use; *Vocational Education
IDENTIFIERS- *USSR

This study on secondary education in the Soviet Union examines characteristics of the various kinds of secondary schools--general secondary education, secondary education, secondary specialized education, and vocational education--and aspects of the Soviet examination system. The first section on general secondary education provides information such as objectives; organization; marking and examination systems; enrollment; problems; basic curriculum; alternative programs; subject matter reform; teacher training; educational administration; and research in secondary education. Next, an overview of secondary specialized education, the training of specialized technicians or professional support personnel in a wide range of specialties, includes information on objectives, funding, entrance requirements, specialty fields of study, enrollment, terminology used to describe differences in Soviet Schools, courses of study, graduation requirements, teacher training, and administration and research in secondary specialized education. A third section focusing on vocational education presents an overview of purpose, traditional vocational skills, teacher training, administration, and research in vocational education. The final section is devoted to the final examination in Soviet secondary schools. Appendices making up nearly half of the publication provide the text of general instructions and questions for secondary school final examinations. Tables showing the 10-year curriculum in Russian and Ukrainian general secondary schools, the all-year curriculum in Estonian general secondary schools, and sample one-, two-, and three-year vocational school curriculums are provided where appropriate. (LH)

ED 268 075 SP 027 044

Peterson, Penelope L., Ed.; And Others
The Social Context of Instruction. Group Organization and Group Processes. Papers Presented at a Conference Held at The Wisconsin Center for Education Research (Madison, May 1982).
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
REPORT NO.- ISBN-0-12-552220-7
PUB DATE- 84
NOTE- 261p.; Small print.
GRANT- NIE-G-81-0009
AVAILABLE FROM- Academic Press, Inc., Orlando, Florida 32887 ($32.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Ability Grouping; Elementary Secondary Education; *Group Dynamics; *Grouping (Instructional Purposes); *Group Instruction; Heterogeneous Grouping; Homogeneous Grouping

This book is an outgrowth of a conference funded by the National Institute of Education and held at the Wisconsin Center for Education Research in May 1982. A major theme of this volume of collected papers is how and in what ways grouping of students can be used effectively. Papers included are: (1) "Instructional Groups in the Classroom: Organization and Processes" (P.L. Peterson and L.C. Wilkinson); (2) "Do Students Learn More in Heterogeneous or Homogeneous Groups?" (T.L. Good and S. Marshall); (3) "Grouping and Instructional Organization" (S.T. Bossert, B.G. Barnett, and N.N. Filby); (4) "The Social Organization of Instructional Grouping" (J.E. Rosenbaum); (5) "First-Grade Reading Groups: Their Formation and Change" (R. Dreeben); (6) "Effects of Race on Assignment to Ability Groups" (A.B. Sorensen and M. Hallinan); (7) "Frameworks for Studying Instructional Processes in Peer Work-Groups" (S.S. Stodolsky); (8) "Merging the Process-Product and the Sociolinguistic Paradigms: Research on Small Group Processes" (P.L. Peterson, L.C. Wilkinson, F. Spinelli, and S.R. Swing); (9) "Student Interaction and Learning in Small-Group and Whole-Class Settings" (N.M. Webb and C.M. Kenderski); (10)"Talking and Working Together: Status, Interaction, and Learning" (E.G. Cohen); (11) "The Development of Attention Norms in Ability Groups" (D.Eder and D. Felmlee); and (12) "Vygotskian Perspectives on Discussion Processes in Small-Group Reading-Lessons" (K. Hu-pei Au and A.J. Kawakami). M. Hallinan presents a summary and implications. Author and subject indexes are included. (CB)

ED 268 124 TM 840 792

Handelsman, Mitchell M.
A Method for Facilitating Abstract Thinking in the Classroom.

PUB DATE- Oct 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abstract Reasoning; Classroom Techniques; *Cognitive Development; College Students; Critical Thinking; Epistemology; Higher Education; *Learning Strategies; Problem Solving; Productive Thinking
IDENTIFIERS- *Role Construct Repertory Test (Kelly)

A technique to teach cognitive skills to directly facilitate abstract and rational thinking is described. Based on George Kelly's theory of personal constructs, his Role Construct Repertory Test has students construe similarities and differences among important course concepts rather than provide individual definitions or examples of those concepts. The test-taker is asked to construe three concepts, to determine how two are similar and different from the third. The similarity and contrast are then labeled as poles of the construct. An effective way to utilize this technique is to have students work in groups to construe several sets of three (or more) concepts. Through discussion, students first need to become familiar with involved concepts by actively seeking definitions and examples. Students will then share ideas about important features to be abstracted and constructs to be applied. Thus, students will be actively learning and using material. Rather than teach content and hope that students will somehow pick up abstract and relational thinking skills in an indirect fashion, this exercise facilitates the direct teaching of such skills. After the specific course content has been forgotten or has become obsolete, students will be able to continue using the skills they have learned. (Author/PN)

ED 268 195 UD 024 785

Stenderup, Vibeke
Pacific Islands Creative Writing. A Select, Annotated Guide for Students, Librarians, and the General Reader.
REPORT NO.- ISBN-87-981797-0-5
PUB DATE- 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Creative Writing; *Cultural Images; *Ethnic Groups; *Foreign Countries; *Literary Criticism; *Literature; Research Tools
IDENTIFIERS- *Pacific Islanders; Pacific Islands Literature

This annotated bibliography provides information about critical articles and creative writing by and about Pacific Islanders available in European libraries. Although western writers often use the South Pacific as an exotic background for their narratives, they generally portray Polynesians as terrifying cannibals or gentle primitives. The aim of this bibliography is to encourage study of the emerging South Pacific literature. The literature covered is in English, by writers in the region of the University of the South Pacific. The bibliography is divided into five sections which cover different types of publications: (1) Journals; (2) Research Aides and General Criticism; (3) Bibliographies; (4) Anthologies; (5) Creative Writing and Criticism (organized by country-- Cook Islands, Fiji and Rotuma, Kiribati, Nieu, Solomon Islands, Tonga, Vanuatu, and Western Samoa). A special section provides sources relating to the Samoan writer, Albert Wendt, and an addendum lists references to and about crative writing in Papua New Guinea. Author and title indices are included. (KH)

Shymansky, James A.; And Others
A Study of Uncertainties in the Meta-Analysis of Research on the Effectiveness of "New" Science Curricula. Preliminary Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Mar 86
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28 - April 1, 1986).
GRANT- NSF-MDR-8550470
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Meta Analysis; *Program Effectiveness; *Research Methodology; *Science Course Improvement Projects; *Science Education; Science Programs
IDENTIFIERS- National Science Foundation; Science Education Research

In 1981 a meta-analysis of research in science education was completed by a team of researchers under the direction of Ronald Anderson at the University of Colorado. Individual teams synthesized the extant research using meta-analysis procedures. One of the syntheses showed that the post-Sputnik or "new" science programs on the whole produced very positive gains in student achievement. Statisticians have questioned the integrity of meta-analysis results because standard procedures fail to take into account the error associated with the sample estimation of the effect size. It is argued that when a set of different effect sizes are pooled across studies, the means most properly should be computed using weighted factors associated with the precision of the effect size values. This research repeated the meta-analysis of research on the new science curricula using weighted procedures proposed by Hedges. The results provide more precise information on the actual effectiveness of the post-Sputnik science curricula meta-analyzed in the Anderson project and establish clearer guidelines regarding the application of meta-analysis techniques in synthesizing research results. (Author/JN)

ED 268 004 SE 046 528

Fraser, Barry J.
Psychosocial Environment in Classrooms of Exemplary Science Teachers.
PUB DATE- 86
NOTE- 24p.; Paper presented as part of a symposium entitled, "Exemplary Practice in Science Classrooms" at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Classroom Environment; Elementary Education; *Elementary School Science; High Schools; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Australia; Science Education Research

The purpose of the Exemplary Practice in Science and Mathematics Education (EPSME) study was to identify high quality science and mathematics teaching, to document exemplary practice through case studies, and to investigate key characteristics common to exemplary teaching in different sites. As one aspect of the overall project, students' perceptions of classroom psychosocial environment in classes taught by exemplary teachers were used in investigating any systematic differences between the classroom environments of exemplary and ordinary teachers. This paper includes: (1) a description of the EPSME project; (2) a description of the instruments used to assess classroom environment; and (3) a discussion of salient findings concerning the classroom environments of exemplary elementary science teachers and an exemplary high school biology teacher. These findings suggest that exemplary and ordinary science teachers can be differentiated in terms of the psychosocial environments of their classrooms. (JN)

ED 268 045 SO 017 037

Redd-Boyd, Teresa M.

Using Time-Life Editorial Procedures to Revise Texts.

SPONS. AGENCY- Maryland Univ., College Park. Dept. of Curriculum and Instruction.
PUB DATE- Mar 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Educational Research; High Schools; *History Instruction; Instructional Material Evaluation; Instructional Materials; *Textbook Content; *Textbook Evaluation; *Textbook Preparation; Writing Improvement

To determine whether revisions incorporating features of a Time-Life style would improve students' recall of text, a writer and an editor revised two expository passages from a high school history textbook. They added action verbs, created a sense of drama, made explicit transitions, provided background information, and inserted "nuggets"--vivid anecdotes and human details. One hundred eleventh-graders read both original and revised versions of the passages. When students read the revised version of the Korea passage, they recalled 32% more idea units than when they read the original. When reading the revised Vietnam passage, they remembered 39% more idea units than when they read the original version. These findings indicate that the combination of changes did improve students' recall. (Author)

ED 268 061 SO 017 078

Wallace, James M.
The Anti-intellectualism of the Intellectuals: Perspectives from Liberal Journalism.
PUB DATE- 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anti Intellectualism; Content Analysis; *Educational History; Educational Philosophy; *Educational Theories; Elementary Secondary Education; Humanistic Education; Periodicals; *Progressive Education; Student Centered Curriculum
IDENTIFIERS- *Dewey (John); Hofstadter (Richard); Nation (Journal); New Republic (Journal)

An analysis of John Dewey's writing for liberal journals reveals Dewey's early and forceful efforts to refute anti-intellectual perversions of his theories. During the 1920's, the child-centered branch of the progressive education movement included some schools and individuals that expressed anti-intellectual positions. Richard Hofstadter in his 1963 book "Anti-intellectualism in American Life" assigned some of the responsibility for anti-intellectual education to John Dewey. Hofstadter's analysis, however, was based on Dewey's books only. Had Hofstadter also considered Dewey's journalistic writings, he might have seen more clearly that Dewey was not anti-intellectual. An examination of educational commentary in the "Nation" and the "New Republic" during the 1920's shows that the two leading journals, both with long-standing interests in educational matters, provided a forum for thoughtful dialogue on progressive education and its child-centered elements. And it demonstrates that John Dewey and others issued repeated warnings against the anti-intellectual variants of child-centered education. (RM)

ED 268 092 SP 027 391

Tincher, Wilbur A.; Brogdon, Richard E.
Attitudes Toward Teaching of High Aptitude High School Seniors.

PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Career Choice; *High School Seniors; Job Satisfaction; Secondary Education; *Student Attitudes; Teacher Salaries; *Teaching (Occupation); Teaching Conditions

The purpose of this study was to ascertain the attitudes toward teaching as a career of high school seniors who scored in the top 15 percent nationally on the American College Test (ACT) and Stanford Achievement Test (SAT) College Admissions Tests. Six hundred twenty-nine students returned usable questionnaires in which they rated the attractiveness of nine factors about teaching. The factor "contribution to society and humanity" was rated highest and "salary" the lowest. The only factor which was clearly rated as "attractive" was "contribution to society and humanity." Two other factors were in the middle range: "fringe benefits" and "job security." The remaining six factors were clearly in the "less attractive" range; these were: "job autonomy and independence," "working conditions," "availability of jobs," "social status of teaching," "opportunities for advancement," and the lowest, "salary." If more high aptitude students are to be attracted to teaching, the profession will have to improve salaries, opportunity for advancement, social status, availability of jobs, and working conditions, as these were the least attractive features about teaching reported in this study. (Author)

ED 268 153 TM 860 155

Ledford, Bruce R.; Ledford, Suzanne Y.
The Effects of Preconscious Cues upon the Automatic Activation of Self-Esteem of Selected Middle School Students.
PUB DATE- Nov 85
NOTE- 92p.; Requirement for Project 1246. Tucson Unified School District.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Affective Measures; Analysis of Variance; *Cues; *Figural Aftereffects; Grade 6; Intermediate Grades; Low Achievement; *Paper (Material); *Rating Scales; Self Concept Measures; *Self Esteem; Sensory Experience; Statistical Significance; Visual Perception; Visual Stimuli
IDENTIFIERS- *Rosenberg Self Esteem Scale; *Subliminal Perception

This study investigated whether grade six students' self-esteem could be affected by the presentation of a selected stimulus below the threshold of conscious awareness via the medium of a specially prepared paper. It also investigated whether any statistically significant differences existed between the effects on self-esteem of a selected stimulus presented below the threshold of conscious awareness of under- (Target Learners) and average-achieving students (Mainstream Learners). The self-esteem of each subject in both experimental and control groups was measured by the Rosenberg Self-Esteem Scale (RSES). The RSES administered to the experimental group was printed on paper that contained a visual image, an "I Love You" and the symbol of a Valentine heart, that was perceivable below conscious awareness. The RSES administered to the control group was on untreated paper. Analysis of variance indicated statistical significance when comparing the within group variance to the among group variance. It was concluded that: (1) both Mainstream and Target experimental groups showed enhancement of self-esteem, and (2) subjects who were identified as under-achievers and who had problems in socialization appeared to benefit slightly more from the techniques than did mainstream subjects. (PN)

ED 268 167 TM 860 228

Kushmuk, James

HOSTS Program in the Portland Public Schools. 1984-85 Evaluation Report.

Portland Public Schools, OR. Evaluation Dept.
REPORT NO.- PPS-6614E
PUB DATE- Sep 85
NOTE- 22p.; For a related document, see ED 241 578.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Elementary Education; Individualized Instruction; *Individualized Reading; Informal Reading Inventories; Inservice Teacher Education; *Low Achievement; *Program Evaluation; *Reading Improvement; Reading Instruction; Reading Programs; Reading Tests; Tutors
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Education Consolidation Improvement Act Chapter 1; Fountain Valley Post Tests; *Helping One Student To Succeed; Portland Basic Skills Achievement Levels Testing; Portland School District OR

"Helping One Student to Succeed" (HOSTS) is a nationally validated Chapter 1 exemplary program adopted by 24 schools in the Portland School District (Oregon) during 1984-85. Designed to help low performers learn to read by providing individualized instruction on a one-to-one basis through the use of volunteer tutors, HOSTS served 833 students in grades K through 8. This evaluation compared the achievement gains of Chapter 1 students who were in the HOSTS program with district Chapter 1 students and all district students. The achievement growth of HOSTS students in 1984-85 was compared with their achievement growth in 1983-84. Achievement was measured by the Comprehensive Test of Basic Skills and the Portland Achievement Levels Test in the Fall and Spring of 1983-84 and 1984-85. Overall, HOSTS gains are slightly larger than gains of all student groups at the same grade levels districtwide as shown by growth rate from one year to the next. The achievement rates of growth were above the district average for both HOSTS and other Chapter 1 programs. The growth rate for students enrolled for two years in HOSTS is lower than that for one-year students, and slightly lower than the rate for two-year Chapter 1 students. (PN)

ED 268 210 UD 024 831

Meade, Phil
The Educational Experience of Sydney High School Students. Report No. 2: Students', Teachers', and Parents' Perceptions of Schooling.
Academy of Social Sciences in Australia, Canberra.; Australian Dept. of Education, Canberra.
REPORT NO.- ISBN-0-642-05809-1
PUB DATE- 81
NOTE- 307p.; For reports 1 and 3 of this series, see respectively UD 024 830 and UD 024 832.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Foreign Countries; High Schools; *Parent Attitudes; Parent Participation; *School Role; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Australia (Sydney)

This second report in a study of child migrant education in Australia focuses on the interactions and interrelationships of students, teachers, and parents and attempts to identify each group's perceptions of the functions of schooling and the educational practices through which those functions may be fulfilled. Views on teachers and schooling were solicited from 3,043 high school students from 16 schools (11% of all Grade 9 students attending state schools in Sydney in 1974). Students who stayed at school over a three-year period and as many as possible of the 1,715 students who left school were followed. In 1975, 690 parents of students in the study were interviewed; in 1976, 637 teachers were surveyed via a questionnaire. The theoretical orientations and research methodology of the study are presented in chapter 2. Research findings on students', teachers', and parents' perceptions are given in chapters 3-6. The report highlights the degree to which there is an absence of a shared understanding of the functions of schooling and argues for the importance of shared agreement on curriculum content and schooling procedures in the interest of the education system. Appendices include tables, a methodology of open-ended analysis, and extracts of the interview schedule and guide. (CG)

ED 268 018 SO 016 975

Jaccaud, Robert D., Comp.
Passages to Family History: A Guide to Genealogical Research in the Dartmouth College Library.

PUB DATE- 85
NOTE- 106p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Family History; *Genealogy; Higher Education; History; *Library Collections; Library Materials; Primary Sources; Publications; Reference Materials; Research Tools; Resource Materials
IDENTIFIERS- *Dartmouth College NH

Intended to assist the genealogist/family historian in locating and using resources in one of the oldest libraries in northern New England (Dartmouth College Library), this selective annotated bibliography contains over 300 citations related to family history and genealogical research. Following an introductory section, materials are organized under nine subheadings: research materials in the reference room; the library card catalog and online catalog; approaches to genealogical/family research in the subject catalog; research materials in the Baker Library Stacks; census data; selected collections and newspapers in the Jones Microtext Center; the Map Room; special collections in archives, manuscripts, and rare books; and selected research centers. Types of materials listed include manuals and aids; guides, indexes, and records; biographical information; heraldry, peerages, baronetages, gentry, etc.; bibliographies; indexes of names/genealogies; records and documents; histories; serials (journals, magazines, periodicals); and guides to colleges beyond the Dartmouth College Library. An author, subject, and title index concludes the publication. (LH)

ED 268 109 SP 027 461

Wiseman, Dennis G.; And Others
Teaching for Critical Thinking.
PUB DATE- 26 Feb 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Critical Thinking; *High School Students; *Junior High School Students; *Learning Strategies; Secondary Education; Teaching Methods

Information drawn from research conducted in a comparative study between middle and high school students is presented. The study was designed to investigate the difference in the analysis of absolute and relativistic generalizations. Data from this research indicate that differences do exist between middle and high school students in this area of absolute and relativistic thinking. In their reactions to absolute statements provided for analysis, high school students tended to show greater uncertainty in agreement than middle school students. On the relativistic statements, middle school students tended to show greater uncertainty than high school students. Middle school students, when confronted with both relativistic and absolute statements, show more uncertainty in agreement on the relativistic statements. As a result of these findings, implications are noted and recommendations are made which are intended to provide guidance for conducting instruction related to the enhancement of critical thinking skills in this area. (Author/JD)

ED 268 139 TM 850 778

Lord, Frederic M.; Wild, Cheryl L.

Contribution of Verbal Item Types in the GRE General Test to Accuracy of Measurement of the Verbal Scores.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-85-29; GREB-PR-84-6P
PUB DATE- Sep 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Entrance Examinations; *Error of Measurement; Graduate Study; Higher Education; *Item Analysis; Latent Trait Theory; Reading Comprehension; Reading Tests; Scaling; *Scores; Statistical Studies; *Test Items; Test Validity; *Verbal Tests
IDENTIFIERS- Analogy Test Items; Antonyms; *Graduate Record Examinations; Sentence Completion Test

This study compares the contribution to measurement accuracy of the verbal score of each of four verbal item types included in the Graduate Record Examinations (GRE) General Test. Comparisons are based on item response theory, a methodology that allows the researcher to look at the accuracy of individual points on the score scale. This methodology is based on the assumption that the four verbal item types measure the same verbal ability. Since the results of the study do indicate that the reading comprehension item type measures something slightly different from what is measured by sentence completion, analogy, or antonym item types, only tentative conclusions may be drawn. The antonym item type contributes the most accuracy of the four item types for scores above about 550. Analogy items contribute to the measurement accuracy of verbal ability throughout the score range. This is especially true when item types are matched on verbal difficulty. These results suggest that the analogy and antonym item types are useful for maintaining accuracy of the verbal score scale at the upper levels. Eliminating these items might have a serious impact on the validity of the GRE verbal score in the upper regions of the scale. Studies of the validity of item types at the upper score range using external criteria would be necessary to understand the exact contribution of the item types to the validity of the test. (Author/PN)

ED 268 181 TM 860 248

Fuchs, Lynn S.
Review of Monitoring Procedures with Mildly Handicapped Students.
PUB DATE- 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competency Based Education; Educational Assessment; Educational Improvement; Educational Methods; *Evaluation Methods; *Formative Evaluation; Measurement Objectives; Mild Disabilities; Remedial Instruction; *Research Methodology; *Special Education; *Success
IDENTIFIERS- *Monitoring

This paper presents a comprehensive review of special and remedial education practice in formative evaluation of goal attainment among mildly handicapped students. First, the relationship of formative evaluation to the range of special education assessment practice and its importance to the field are described. Then, four critical issues in formative evaluation methodology are discussed: focus of measurement, frequency of measurement, data display, and data-utilization methods. The reviewed research supports the use of ongoing criterion-referenced monitoring systems to improve the instructional programs of mildly handicapped students. Research also provides the basis for several statements on the nature of effective monitoring systems among mildly handicapped populations. Specifically, the data base supports the use of (1) certain empirically validated critical behaviors as the focus of monitoring activity; (2) long-term goal statements that may encourage teachers to focus not only on the immediate instructional content, but also on maintenance and generalization of skills; and (3) relatively ambitious goals that support task persistence and striving. The literature also provides a rationale for teachers to measure student performance at least twice weekly; to graph data using their preferred convention; and to employ data-utilization rules for determining when, and perhaps how, to modify students' instructional programs. An eight-page reference list is appended. (PN)

ED 268 031 SO 017 012

Learning about the Soviets: Selected Teaching Resources.

Educators for Social Responsibility, Cambridge, MA.

PUB DATE- 85
NOTE- 22p.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Disarmament; *Foreign Countries; Foreign Policy; Instructional Materials; *International Relations; Nuclear Warfare; Organizations (Groups); Postsecondary Education; Resource Materials; Secondary Education
IDENTIFIERS- Russians; *Russian Studies; *USSR

Over 120 resources for teaching secondary and postsecondary level students about the Soviet Union, most of which have been produced since 1980, are listed in this guide. A resource list focusing on "Ten Things Soviets Say You Should Read to Understand Them" precedes annotated citations of articles; books; curricula; organizations involved in Soviet Studies and Soviet-American relations; audiovisual materials; and additional resources such as information exchanges, newsletters, directories, reports, and pen pal exchanges. Although resources cover a variety of topics, the majority deal with U.S.-Soviet relations and issues related to the nuclear arms race. In most cases, author, date, annotation, price, and publisher information are provided for each title. (LH)

ED 268 046 SO 017 038

Sanchez, James Joseph

A Short Bibliographic Guide to Tibetan Dependent Socialism: The Economic Development of the Tibetan Minority of the People's Republic of China Under Mao.

PUB DATE- Oct 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Communism; *Economics; Higher Education; Resource Materials; *Socialism
IDENTIFIERS- *China (Tibet)

Today's Tibet is a remote and impoverished region within the People's Republic of China. This bibliography is intended as a research guide for those interested in contemporary Tibet. The 49 entries include: atlases; historical books on Tibet prior to and after World War II; journal articles on traditional Tibet prior to Chinese control, after the institution of "dependent socialism," and the expatriate community of Tibetans; newspaper articles from United States and British papers; and a list of reference tools to guide further research. All of the listed materials are written in English and each is thoroughly annotated to assist both the scholar or lay person interested in Tibet. The bibliography's structure is chronological beginning with traditional Buddhist Tibet and tracing Tibetan society through "dependent socialism" up to the "Liberalization of 1979." (CFR)

ED 268 076 SP 027 145

The Metropolitan Life Survey of the American Teacher 1985. Strengthening the Profession.

Metropolitan Life Insurance Co., New York, N.Y.

PUB DATE- 85

NOTE- 87p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Job Satisfaction; *Stress Variables; *Teacher Attitudes; Teacher Recruitment; *Teaching (Occupation); *Teaching Conditions

This survey is based on interviews with 1,846 current public school teachers from kindergarten through grade 12. It examines teachers' agenda for reform in the 1980s and what they think must be done to improve the teaching profession and its relationship with other institutions and the rest of society. In this report: (1) Teachers say what they believe is necessary to strengthen the teaching profession in order to attract and retain quality people; (2) Teachers speak out about the difficulties facing them, including great stress on the job, which cause many teachers to consider leaving teaching; (3) Teachers cite the main reasons why many consider leaving the profession for other occupations, and the main reasons why many stay in teaching; (4) Teachers say how their job stacks up on key criteria when they compare teaching to other occupations; (5) Teachers say what they think business can do to help the teaching profession; (6) Teachers say what they think can be done to strengthen the teaching profession's relations with colleges; and (7) Teachers evaluate the early impact of some of the reforms that already have been enacted and implemented around the country in recent years. The detailed survey methodology is appended along with the survey questionnaire. (JD)

ED 268 125 TM 850 387

Allison, Dennis J.
An Array Processing Theory of Memory, Thought, and Behavior Patterning: A Radically Reconstructive View.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Cognitive Processes; Computers; Computer Science; Information Processing; Learning Processes; *Learning Theories; *Memory; Metaphors; Models; Neurological Organization; *Schemata (Cognition)
IDENTIFIERS- *Array Transformation

A theory of memory is introduced, which seeks to respond to the shortcomings of existing theories based on metaphors. Memory is presented as a mechanism, a comparison process in which information held in some form of immediate storage (whether based on perception or previous cognition or both) is compared to previously stored long-term storage. Human memory is compared to filing systems, semantic organization, and computers. The proposed theory suggests that no memory, thought, or behavioral pattern is stored as a discrete entity, but exists only within a compendium of molecular fragments of basic schemata which are assembled, through a process of array association. According to this model, memories and concepts are generated through a dynamic process when they are needed. It is assumed that information remains in an array format and that it is always in neuronal form. The complex process of array association describes memories as being elicited from the interaction of an input array and a master memory array, resulting in a third product array. The master memory array is assumed to be the brain's cerebral cortex; other portions of the brain are relevant to memory only insofar as they facilitate or inhibit the cortex's basic processes. (GDC)

ED 268 196 UD 024 789

Oversight Hearing on the Equal Employment Opportunity Commission's Enforcement Policies. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session, Washington, DC, July 18, 1985.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85

NOTE- 84p.; Serial No. 99-27. Parts of document contain small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Affirmative Action; Civil Rights; *Court Litigation; Economic Opportunities; *Equal Opportunities (Jobs); Federal Government; *Federal Regulation; Hearings; *Public Policy; *Racial Discrimination; *Sex Discrimination

IDENTIFIERS- Congress 99th; *Equal Employment Opportunity Commission

This volume presents a transcript of discussion and statements presented at an oversight hearing before the House Subcommittee on Employment Opportunities. The hearing reviewed new enforcement policies of the Equal Employment Opportunity Commission (EEOC), which had the stated intent of increasing the litigation of individual cases of unlawful discrimination. Among the speakers were the commissioner of the EEOC, who described the policy revisions; the executive director of the Lawyers' Committee for Civil Rights Under Law, who discussed problems seen in the revisions and focused on the Stotts case; and two psychologists, who commented on the validity of policies affecting the uniform guidelines for selection procedures. (KH)

ED 267 989 SE 046 513

Leonard, William H.
Development of High-Technology Science Instruction: A Case History of an Interactive Videodisc System.
PUB DATE- Mar 86
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28 - April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *College Science; Computer Assisted Instruction; Higher Education; *Interactive Video; *Material Development; Science Education; *Science Instruction; Videodisc Recordings
IDENTIFIERS- *Computer Uses in Education; Science Education Research

The purpose of this paper is to describe the development of both the instrumentation and the software of an emerging, high-technology system used for science instruction. A marriage of computer and television technologies has evolved into an exciting new learning system called interactive videodisc instruction. The

development of the hardware components of a specific interactive videodisc system, the development of two instructional programs using this system for university general biology courses, the actual use of this technology in an instructional setting, and the potential for future development using this space-age technology are given. Student perceptions of the use of an interactive videodisc system for biology instruction in university general biology are also illuminated. (Author/JN)

ED 268 005 SE 046 529

Schimpfhauser, Frank; And Others
Impact of Cancer Prevention Courses in Medical Curricula: Longitudinal Results at Two Different Medical Schools.
PUB DATE- 86
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cancer; Conventional Instruction; Educational Research; Higher Education; Longitudinal Studies; *Medical Education; Prevention; *Preventive Medicine; *Student Attitudes; *Systems Approach

Findings of two independently conducted longitudinal studies conducted in follow-up to the development and implementation of pre-clinical cancer prevention courses at different medical schools are discussed. While required to meet common contract objectives, each program was designed and integrated relative to content and instructional methods to accommodate existing curricular patterns (one traditional, the other systems-oriented). In each study, measures were employed at specified intervals in students' pre-clinical and clinical programs to assess and report knowledge gain (loss), changing perceptions and attitudes toward disease, and changing behaviors and interest relative to disease intervention. Results show that the prevention courses offered had a positive impact on student knowledge and attitude and little impact on clinical behavior. Because of the positive correlations found between knowledge and attitudes in both studies, it is suggested that continued development of prevention education programs, particularly with formal expansion and reinforcement in clinical programs, could likely have beneficial results in the future. (JN)

ED 268 062 SO 017 081

Secondary Fine Arts. Alaska Curriculum Guide. First Edition.
Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 85
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Behavioral Objectives; Curriculum Design; *Dance; Dance Education; Fine Arts; High Schools; *Music; Music Education; Secondary Education; *Theater Arts; *Visual Arts
IDENTIFIERS- Alaska

Designed as a model to aid school districts as they develop and review their own curriculum guides, this secondary level fine arts guide is divided into four sections covering visual arts, music, drama, and dance. Each of the four sections follows a standard format. A preface describes the goals of fine arts education in Alaska and the organization of the particular curriculum. Topics, learning outcomes, and sample learning objectives for teaching the content area in grades 9-12 are then provided in chart form. The curriculum on visual arts outlines learning outcomes and sample objectives for media, tools, forming processes; visual structure; subject matter; art form; cultural context; and art theory and criticism. The music curriculum is organized around instrumental skills; choral skills; general music appreciation; music history and literature; and music theory. The drama curriculum outlines learning objectives and outcomes for introduction to theater; performance skills and self-expression; design and technical theater skills; directing and management skills; and playwriting.

The dance guide details curriculum outcomes for qualities of movement; elements of rhythm; creative expression; dance as part of culture and heritage; enjoyment, skill, and fitness; and integration of dance with other arts. (LP)

ED 268 093 SP 027 392

Barger, Josephine C.; And Others
The Academic Quality of Teacher Certification Graduates and Their Employment Histories.
PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Education Majors; Followup Studies; *Grade Point Average; Higher Education; *Preservice Teacher Education; Teacher Certification; *Teacher Employment
IDENTIFIERS- Eastern Illinois University

All graduates of Eastern Illinois University from 1982, 1983, 1984, and 1985 (n=7703) were compared on high school predictor scores (American College Testing--ACTs--and class ranks) and university grade point averages (GPA)--cumulative GPA, junior and senior GPA, and junior and senior GPA adjusted by removing professional education courses. Teacher certification graduates were found to be significantly inferior to non-certification graduates on all ACT scores, but significantly superior on all university grade point averages. These findings are supported by citations of similar research which has broader longitudinal and latitudinal dimensions. The findings of "A Nation at Risk" regarding the inferiority of teacher graduates were therefore rejected. A followup on three-fourths of the teacher certification graduates showed that 73 percent had taken a position in education, and 87 percent of that number were still in the field of education after three years. (Author/LR)

ED 268 110 SP 027 464

Gray, Howard R., Ed.
Perspectives on Aging. Presentations to a Conference on Family Support in Elder Care: Designing Practical Solutions for Recurring Problems (Provo, Utah, March 13, 1986).
Brigham Young Univ., Provo, Utah.

PUB DATE- 13 Mar 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Day Care; Family Involvement; *Geriatrics; *Health Services; *Older Adults
IDENTIFIERS- Alzheimers Disease

This volume contains materials presented at a one-day conference on family support for the care of older adults. Checklists and guides are included on evaluating and meeting the needs of older persons. A discussion guide for those taking care of older parents covers ways in which to support the older persons and the entire family. Several resources are listed. A handbook by the American Association of Retired Persons on caring for the older person in one's home is also presented and discussed. Three position papers are included: (1) "Caring for Your Aging Loved Ones: A Three Agency Community Service" (David Turner and Alberta W. Blue); (2) "Feelings of Burden Among Adult Children Caring for Aged Parents: Results of a Pilot Study" (Clifton E. Barber); and (3) "The Alzheimer Spouse: Caring and Coping" (Marjorie P. Westergard). (CB)

ED 268 154 TM 860 175

Rock, Donald A.; And Others
The Internal Construct Validity of the SAT across Handicapped and Nonhandicapped Populations.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
SPONS. AGENCY- College Entrance Examination Board, Princeton, N.J.; Tennessee Univ., Knoxville. Dept. of Distributive Education.
REPORT NO.- ETS-RR-85-50
PUB DATE- Nov 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *Disabilities; *Factor Structure; Goodness of Fit; Hearing Impairments; Higher Education; High Schools; High School Students; Learning Disabilities; *Mathematics Tests; Models; Physical Disabilities; Scores; Test Interpretation; Test Use; *Test Validity; *Verbal Tests; Visual Impairments
IDENTIFIERS- *Scholastic Aptitude Test

The comparability of Scholastic Aptitude Test (SAT) Verbal and Mathematical scores was investigated for one nonhandicapped and nine handicapped populations. The handicapped populations included hearing impaired, visually impaired, learning disabled, and physically disabled students. Special methods of test administration included Braille and large type tests, and administration by a cassette tape. A simple two-factor model based on Verbal and Mathematical item parcels was tested with respect to: the number and intercorrelation of factors; the pattern of factor loadings; and the equality of scale units. The model provided a reasonable fit in all populations, with the mathematical reasoning factor generally showing a better fit. Compared with the nonhandicapped population, these factors were less correlated in most of the handicapped groups. This somewhat greater specificity implied the increased likelihood of achievement growth in one area independent of the other, suggesting that the two scores be interpreted separately rather than as an SAT composite. The presence of two verbal factors was suggested, particularly for the learning disabled. There was evidence that multiple-choice mathematical items led to different observed score scale units for the learning disabled students taking a cassette administration, suggesting that mathematical scores underestimate the reasoning ability of these students. (GDC)

Yagi, Kan
Indian Education Act Project in the Portland Public Schools. 1984-85 Evaluation Report.
Portland Public Schools, OR. Evaluation Dept.
REPORT NO.- PPS-6642E
PUB DATE- Oct 85
NOTE- 29p.; For a related document, see ED 251 489.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; American Indian Culture; *American Indian Education; American Indians; *Attendance; Educational Counseling; Elementary Secondary Education; Federal Aid; Federal Regulation; Guidelines; Longitudinal Studies; Preschool Education; Program Costs; Program Descriptions; *Program Evaluation; *Student Attrition; Tutorial Programs
IDENTIFIERS- *Indian Education Act 1972 Title IV; Indian Education Program; *Portland School District OR

The Portland Indian Education Act Project (IEAP), completing its 11th year, serves American Indian students from preschool through high school. Eligibility for services is established according to federal guidelines. Objectives set for the project concentrate on increasing academic achievement and school attendance, and reducing early school attrition. The main activities are tutoring/counseling, attendance monitoring, cultural education, and hardship assistance. Data are collected and maintained to evaluate the project's progress annually, as well as longitudinally. This evaluation report is divided into four major sections: introduction, program description, evaluation of objectives, and comments and conclusions. The plan used in the evaluation of objectives consists of evaluation questions related to each of the three objectives. District statistical data compiled over five years shows a decline in attrition while also showing an increase in attendance and achievement among American Indian students. Efforts of the IEAP staff emphasize significant use of resources, sometimes community resources, in these areas. Data accumulated and compiled for IEAP evaluation purposes continue to show educational needs for American Indian students in Portland. Funding restrictions pose a threat to program quality and make it increasingly more difficult for the project to design and implement a comprehensive program. (PN)

ED 268 211 UD 024 832

Meade, Phil

The Educational Experience of Sydney High School Students. Report No. 3: A Comparative Study of Migrant Students of Non-English-Speaking Origin and Students Whose Parents were Born in an English-Speaking Country.

Academy of Social Sciences in Australia, Canberra.; Australian Dept. of Education, Canberra.

REPORT NO.- ISBN-0-644-02249-3

PUB DATE- 83

NOTE- 211p.; For reports 1 and 2 of this series, see UD 024 830-831.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bilingual Education; Educational Attainment; *Educational Experience; Educational Objectives; Equal Education; Family Characteristics; Foreign Countries; High Schools; *High School Students; *Immigrants; *Non English Speaking; Occupational Aspiration; Significant Others; Social Integration; Student Attitudes; Student Characteristics

IDENTIFIERS- *Australia (Sydney); *English Speaking

The findings of a longitudinal survey of the educational experiences of 3043 immigrant secondary school students in Sydney, Australia, are provided in this book. The general aim of the study was to compare the experiences of students of non-English speaking (NES) origin and students born in English speaking countries (ES) in terms of the influences of significant others, students' perceptions, aspirations, and school performance, and equality of educational opportunity. There are seven chapters, the first of which briefly describes the background of the research. Chapter 2 discusses theoretical issues. In Chapter 3, students' family and social experiences are analyzed, and particular attention is paid to the language of communication networks within NES-origin families. The attitudes of students and teachers toward NES-origin children learning their parents' language are also discussed. Chapter 4 focuses on the educational and occupational aspirations of children and their parents. The influences of parents, peers, and teachers on students' aspirations are examined. In Chapter 5, measures of intellectual abilities and the school accreditation levels and performance of students are reported, and classified in terms of such variables as sex, family socioeconomic status, and ethnicity. The development of strategies to test "equality of educational opportunity" is the focus of Chapter 6. Finally, Chapter 7 summarizes and discusses the study findings, and relates them to those reported in earlier reports on Sydney students' and parents' perceptions of schooling. (KH)

ED 268 019 SO 016 976

Gee, Elizabeth D.
Art and the Teaching of Legal Ethics: A Common Conceptual Palette.
PUB DATE- Sep 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Values; *Art History; Community Attitudes; Comparative Analysis; Educational Needs; *Ethical Instruction; *Ethics; Higher Education; *Intellectual History; Interdisciplinary Approach; Law Schools; Law Students; *Legal Education; Professional Education; *Visual Arts

Common themes of human relationships that emerge when one examines legal ethics education and the visual arts are the foci of this paper which examines parallel developments in community attitudes and sociological and psychological forces during different historical periods. Comparisons of the ideological evolution of the fine arts and legal ethics instruction are examined, particularly in view of the classicism of the Academicism movement, the nonrational and emotional voice of the Expressionist Movement, the disillusionment of Dadaism, the close simulation and literal replication of Photo-realism, and the more recent Cubist concern with holism and multiple viewpoints. Legal educators and scholars are portrayed as artists engaging in different artistic styles. Problems of developing ethics courses for law students are examined. The author contends that while legal education is overly preoccupied with skills training and techniques, aesthetic principles of the visual arts can be emphasized to enhance legal ethics instruction. For example, concepts of figure and ground, or positive and negative space, may illuminate the contrasting interplay of positive and negative aspects of legal dilemmas. The author concludes that while teaching expertise is important, to be a moral agent in any personal or professional setting requires the artist's imagination and the creative capacity to emphatically grab hold of the whole essence of ethical dilemmas. (LH)

ED 268 032 SO 017 013

Textbook Evaluation Form: World Geography/Global Studies.
National Council for Geographic Education.
PUB DATE- 86
NOTE- 6p.
AVAILABLE FROM- National Council for Geographic Education, Central Office, Western Illinois University, Macomb, IL 61455 ($2.50, single copy; $6.00, 10 copies; $13.00, 30 copies; $40.00, 100 copies; $80.00, 250. All orders postpaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Criteria; *Geography Instruction; *Global Approach; Readability; Secondary Education; Textbook Content; *Textbook Evaluation; Textbooks; Textbook Selection; Textbook Standards; *World Geography

This textbook evaluation instrument is provided to assess (1) content properties; (2) instructional properties; (3) physical properties; (4) readability; and (5) other properties such as cultural mix, organization of text, and suitability for various grade levels in secondary level world geography and global studies textbooks. For the first three categories, a numerical evaluation system is provided; an evaluation committee could weight the relative importance of each item for local purposes. The final section of the instrument provides a section for recommendations, summarization of strengths and weaknesses, and recommendations for adoption. (LH)

ED 268 047 SO 017 039

Philosophical Studies in Education. Proceedings of the Annual Meeting of the Ohio Valley Philosophy of Education Society (Cincinnati, Ohio, November 15, 1984).

Ohio Valley Philosophy of Education Society, Terre Haute, Ind.

PUB DATE- 86

NOTE- 126p.; For earlier proceedings, see ED 195 473, ED 210 228, ED 227 016, ED 245 993, and ED 253 445. Small print throughout document.

AVAILABLE FROM- University Microfilms International, 300 North Zeeb Road, Ann Arbor, MI 48106.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Critical Thinking; *Educational Change; Educational Theories; Education Work Relationship; Higher Education; *Intellectual Freedom; *Moral Values; Motivation; Multi Cultural Education; Peace; Peer Evaluation; *Philosophy; Professional Autonomy; Sex Differences; Teacher Effectiveness; *Teacher Influence

IDENTIFIERS- Europe (West); United States

This collection of conference papers addresses selected philosophical and educational questions being raised by the contemporary teaching community. Papers and presenters are: "Moving toward an Educator's Zero" (Conrad P. Pritscher); "Metaguessing" (David E. Denton); "Teaching and the Role of the Resisting Intellectual" (Henry A. Giroux); "Teachers as Resisting Intellectuals: Cultural Marxism in Educational Theory" (Richard La Brecque); "Notes toward a Conception of Multicultural Education" (Timothy Reagan); "Young Children's Knowing and the Western Rationality Paradigm" (David Kennedy); "Are Dick & Jane Different Moral Beings? An Inquiry into Sex-Specific Morality and Some Educational Implications" (Patrick Socoski); "Comparing Faculty: The Concept of 'Peer' in Higher Education" (Rodney P. Riegle); "Can Teachers Motivate Students?" (Clark Robenstine); "Moral Imagination and Peace Education" (Marguerite K. Rivage-Seul); and "Pro Bono Publico": Educational Reform and the Historical Actor(s) (Richard A. Brosio). Minutes of the business meeting and the financial statement are also included. (JH)

District-Wide Comprehensive Needs Assessment Study. Secondary Level, Part I. 1984-85.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.

PUB DATE- Jul 85
NOTE- 67p.; For Secondary Level, Part II of this study, see TM 850 656. For other related documents, see ED 263 140, ED 263 141, ED 263 149, ED 263 150.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Community Attitudes; *Educational Attitudes; Educational Needs; *Educational Planning; *Needs Assessment; Operations Research; Parent Attitudes; *Public Schools; Questionnaires; *School Districts; School Surveys; Secondary Education; Teacher Attitudes
IDENTIFIERS- Saginaw City School System MI

In Saginaw comprehensive needs assessments are conducted every three or four years for planning purposes. Conducted during March and April of the 1984-85 school year, this study produces two basically different kinds of information: (1) Priority Need Index (PNI) data which indicate the key functions (or goals) people perceive should be addressed; and (2) atttitude (or opinion) data regarding current issues affecting education. For this reason the findings are published in two parts: Part I deals with the PNI data and Part II deals with perceptions of current issues. Both Parts I and II are summarized at three different levels by producing an Elementary Level Report, Secondary Level Report, and System Level Report. Information was gathered from parents, community members, administrators, and teachers. This study analyzed 2100 questionnaires (Appendix A gives a breakdown of returns by respondent group and a study of possible response bias for non-respondents). This report is the Secondary Level Part I which contains the results on the 19 ongoing functions important to the operation of a school district. (PN)

ED 268 140 TM 850 783

Dorans, Neil J.
On Correlations, Distances and Error Rates.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-32
PUB DATE- Jul 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Correlation; *Error of Measurement; *Estimation (Mathematics); Least Squares Statistics; *Prediction; Regression (Statistics); Statistical Studies; Validity
IDENTIFIERS- *Error Analysis (Statistics); Mahalanobis Distance Function; *Shrunken Generalized Distance

The nature of the criterion (dependent) variable may play a useful role in structuring a list of classification/prediction problems. Such criteria are continuous in nature, binary dichotomous, or multichotomous. In this paper, discussion is limited to the continuous normally distributed criterion scenarios. For both cases, it is assumed that the predictor variables are continuous multivariate normal. For the binary variable case, the multivariate normal assumption is conditioned on the binary criterion, that is, for each value of the binary criterion, the predictors are multivariate normal with a common covariance matrix, but different centroids. In other words, for the continuous criterion case, the correlations model is used, while for the binary case the assumptions associated with the classic two-group discriminant analysis problem are employed. When these two models fit some population of data, then the use of standard loss functions yields well known population-optimal solutions. A unified framework for classification and prediction problems is presented. Well known and lesser known relationships among correlations, distances and error rates are established. A new population distance, the shrunken generalized distance, and a new estimator of the actual error rate are introduced. (Author/PN)

Rudman, Herbert C.
Testing Beyond Minimums. Occational Paper #5.
Association of State Assessment Programs.
PUB DATE- 85
NOTE- 38p.; Paper presented at the Michigan School Testing Conference (25th, Ann Arbor, Michigan, February 26-27, 1985) and at the Education Commission of the States/Colorado Department of Education Assessment and Policy Conference (Boulder, Colorado, June 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Basic Skills; *Cognitive Processes; *Educational Assessment; *Educational Testing; Elementary Secondary Education; *Minimum Competencies; Minimum Competency Testing; Problem Solving; *Public Policy; *State Programs; Testing Problems; Testing Programs
IDENTIFIERS- Excellence in Education; *Mandated Tests; *Test Score Decline

This paper considers three areas related to the testing of minimum knowledge and skills: public policy, the nature of higher-order thinking and selected aspects of educational measurement. The discussion of public policy issues centers around an apparent dichotomy of egalitarianism and elitism in public education, schooling and the public economy, and the pendulum affect on policy and development. The topic of higher-order thinking is limited to the hierarchical nature of learning, the impact of coaching on this hierarchy, and issue in the instruction of problem-solving techniques. Two aspects of educational measurement are described: (1) the nature of test score decline and (2) the impact of mandated assessment on achievement. It is concluded that while schools are not powerful enough to affect the change of raising levels of academic excellence beyond the minimum on a national level, a powerful tool for accomplishing this has been statewide assessment programs. In regard to the State of Michigan's educational program, state action to improve educational standards should include the following steps: (1) develop a plan which incorporates a two-tier evaluation of student academic status; (2) establish a standard-setting advisory committee; (3) assume a major portion of funding for mandated assessments; and (4) establish a technical advisory committee. A reference list is appended. (PN)

ED 268 197 UD 024 799

Cooper, Arnold; And Others
Staff Development and Desegregation: A Decade of Research, 1975-1985.

An Annotated Bibliography.
Midwest Race Desegregation Assistance Center, Manhattan, Kans.
PUB DATE- Mar 86
NOTE- 67p.
AVAILABLE FROM- Kansas State University, College of Education, Manhattan, KS 66506 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Desegregation Methods; Elementary Secondary Education; *Inservice Education; Research Reports; *School Desegregation; School Districts; *School Personnel; *Staff Development

This annotated bibliography highlights literature from 1975 to 1985 on the relationships between school staff development and desegregation. Desegregation has significant implications for staff development, and the usual forms of inservice training do not provide educators with the requisite skills needed to confront change. The materials cited are weighed more toward application than research, and the proposals and practices of practitioners are represented. The bibliography has 60 entries, listed by topic in chronological order, and is divided into three parts. Part I, "Inservice in Desegregated Settings," presents staff development as a method of response to desegregation, with strategies, models, and procedures. Materials in Part II, "The School District View," describe how school districts can marshall their staff development resources to prepare for desegregation. Part III, "The Classroom View," consists of studies that discuss instructional inservice models and training programs for a variety of school personnel. Each entry presents title, source, document type, and a short abstract. (KH)

ED 268 063 SO 017 082

Meredith, Sydney J.
Leadership. ERIC Digest No. 26.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 4p.
CONTRACT- 400-83-0012
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Futures (of Society); *Leadership; *Leadership Qualities; Personality Assessment; Personality Development
IDENTIFIERS- ERIC Digests

An ERIC digest provides general information to help educators, students, and others evaluate their own capacities for leadership. Material is divided into six substantive sections. "What is leadership?" provides definitions of the concept, discusses differences between leadership and management and considers requisites for effective leadership. "How and why does one become a leader?" considers the notion that people are born leaders and have recognizable leadership qualities. "What separates the leaders from others?" considers the major characteristics of leaders, including that they are vision and goal centered, have drive and power to accomplish their mission, and have the ability to become totally involved with the process of accomplishing their mission. "What are some typical competency characteristics of leaders?" presents the results of an interview with 90 successful leaders. "Who are some present leaders in education: Do they have these competencies?" profiles four current educational leaders. A final section, "What skills will leaders need in the future?" describes future leadership skills as including the ability to focus on the present and future, to bridge the gap among different interest groups, and monitor and interpret information. A list of resources concludes the paper. (LP)

ED 268 077 SP 027 163

Jones, Elizabeth Emily; Plas, Jeanne M.
A Profile of the Physical Fitness Patron: Perceptions of Physical Self, Perceived Benefits, Social Influences, and Self-Esteem.
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Motivation; *Participant Characteristics; *Physical Fitness; *Self Esteem

This study examined the characteristics and attitudes of experienced fitness patrons in order to explore the motivations and characteristics of persons who have chosen to incorporate aerobic activities into their daily lives. Using the Tennessee Self-Concept Scale and the Physical Fitness Profile (developed for this study), a profile of physical fitness patrons was generated. Within the sample of exercisers (N=252), subgroups could not be differentiated by such demographic markers as age or sex, but only by such lifestyle indicators as exercise history or plans for continuing exercise. The exercisers, located in a large southern city, were more homogeneous with respect to self-esteem than the general population, and had significantly lower self-esteem scores as a group than the general population. Persons new to fitness training had elevated levels of self-esteem relative to fitness center patrons, while persons who had exercised for 6 to 12 months reported the lowest levels of self-esteem. Further study should be conducted regarding the apparent lowering and other changes in self-esteem among fitness center patrons. (Author/CB)

ED 267 990 SE 046 514

Lowe, N. K., Ed.
Low Cost Equipment for Science and Technology Education. A Resource Document on Low Cost Equipment That You Can Make and Use.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

PUB DATE- 85
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; *Earth Science; Elementary Secondary Education; Higher Education; *Measurement Equipment; Models; *Physical Sciences; *Science Education; *Science Equipment; Science Materials; Technical Education; Technology

This document provides technical information and simple instructions for constructing 84 different pieces of science equipment. Each entry includes: (1) name of item; (2) purpose of the equipment; (3) person who submitted the information; (4) line drawing of prototype; (5) list of low-cost materials needed; (6) construction procedures; (7) approximate cost of one item; (8) method of use; and (9) additional comments when applicable. Items described include an alcohol burner, kerosene burner, test tube rack, tripod stand, simple gas generator, molecular model of carbon dioxide, environmental game, balances, working model of lungs, model of a circle, friction block, simple pully, reaction force apparatus, weather equipment, electroscope, magnetic compass, electric motor, expansion apparatus, and others for use in biological, physical, earth, and general science courses. (JN)

ED 268 006 SE 046 530

Happs, John C.
Some Cognitive and Affective Outcomes in Exemplary Science Teaching.
PUB DATE- 86
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). For related document, see SE 046 528.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Science Activities; Science Education; *Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science; *Student Attitudes; *Teacher Behavior; *Teaching Methods; Teaching Models
IDENTIFIERS- *Australia; Misconceptions; Science Education Research

The purpose of the Exemplary Practice in Science and Mathematics Education (EPSME) study was to identify high quality science and mathematics teaching, to document exemplary practice through case studies, and to investigate key characteristics common to exemplary teaching in different sites. This paper discusses the case studies which considered some of the cognitive and affective outcomes when two exemplary teachers taught their year 8 science classes over a period of approximately 3 months. Both teachers (one male and one female) were described as "exemplary" by their peers, in terms of subject expertise and teaching ability. Particular emphasis was placed on: (1) whether the teachers could influence students' attitudes toward science (indicating that the teachers did provide a classroom environment conducive to fostering positive attitudes); (2) students' intuitive views and inappropriate observations during a laboratory activity dealing with flotation; and (3) whether exemplary teachers were still exemplary when teaching outside their field of expertise (indicating that the teachers may not always bring about sound scientific understanding in students if they are called upon to teach outside their area of expertise). The classroom inventory scale used is included in an appendix. (JN)

Emans, Robert; Hadley, Marilyn
The Challenge of NCATE.
PUB DATE- Mar 86
NOTE- 42p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Agency Role; Higher Education; *Teacher Education
IDENTIFIERS- National Council for Accreditation of Teacher Educ

This paper describes the current circumstances surrounding the National Council for the Accreditation of Teacher Education (NCATE) and its location and functioning of power in the accrediting process. Strengths and weaknesses of NCATE are listed and discussed, as are positive and negative effects the association has had on teacher education. Changes are suggested for improving and strengthening the association and its power in the teacher education field. It is noted that NCATE's power base is weak; although the American Association of Colleges for Teacher Education (AACTE) is a major force within NCATE, AACTE does not required NCATE accreditation for its member institutions. Little is said by NCATE accredited institutions about requiring graduation from NCATE accredited undergraduate programs as an admission prerequisite to graduate programs. It is concluded that NCATE will not fulfill its mission unless its external power, and the power struggle internal to NCATE, is understood and harnessed. References are included. (CB)

ED 268 111 SP 027 467

Dyck, W.; Wouters, P.
A Peculiar Evaluation of Belgian Teacher Education Programs.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; Foreign Countries; Higher Education; *Individual Differences; Preservice Teacher Education; *Program Attitudes; *Student Attitudes; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- *Belgium

This study sought to determine differences between the attitudes and beliefs of teacher education students from two different teacher education programs in Belgium. A total of 195 students and 77 graduates from the University of Antwerp, and 240 students and 60 graduates from the University of Ghent responded to a questionnaire regarding attitudinal statements about teaching and learning, the role of individual differences, the improvability of intelligence, the allocation of teacher resources, the responsibility of teachers for pupil outcomes, and expectations about the distribution of outcomes in the classroom. The teacher education program at the University of Antwerp was more innovative and rigorous than that at the University of Ghent. Students and graduates from both programs indicated that they knew or expected most classrooms to be very heterogeneous in aptitude and future achievement. Most also believed that teachers have no or only a slight impact on these individual differences among students. Learning outcomes were perceived as a static, fundamentally unchangeable phenomenon. (CB)

ED 268 155 TM 860 177

Mislevy, Robert J.
Inferences about Latent Populations from Complex Samples.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-41
PUB DATE- Dec 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; Data Interpretation; *Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; Prediction; Predictor Variables; Racial Differences; Research Design; *Sampling; Sex Differences; *Statistical Inference; Statistical Studies; Surveys; Vocational Aptitude; Young Adults
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Latent Variables; *Missing Data; Profile of American Youth; Randomization (Statistics)

A method for drawing inferences from complex samples is based on Rubin's approach to missing data in survey research. Standard procedures for drawing such inferences do not apply when the variables of interest are not observed directly, but must be inferred from secondary random variables which depend on the variables of interest stochastically. This method allows reasonable inferences to be made. The key is to represent knowledge about latent variables in the form of a predictive distribution,

conditional on manifest variables. It is then possible to obtain the expectations of statistics that would have been computed if the values of the latent variables corresponding to sampled units were known, along with variance estimators that account for uncertainty due to both subject sampling and the latency of the variables. (A numerical example is presented, using data from the Profile of American Youth (1980). Possible responses to four arithmetic reasoning items from the Armed Services Vocational Aptitude Battery were studied for Black male and female and White male and female populations). (GDC)

ED 268 169 TM 860 232

Fuchs, Lynn S.; Fuchs, Douglas

Effects of Long- and Short-Term Goal Assessment on Student Achievement.

PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Analysis of Variance; *Effect Size; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; *Interaction; Literature Reviews; *Meta Analysis; Special Education; *Student Educational Objectives

This meta-analysis explored how measuring progress toward long- versus short-term goals relates to contrasting outcome measures of student achievement. Twenty-one controlled studies, that provided sufficient data for the calculation of effect size, were coded in terms of measurement method (toward long- versus short-term goals) and type of achievement outcome (probe-like versus global achievement test). Analogues to analysis of variance conducted on weighted unbiased effect sizes (UES's) indicated an interaction:

when progress was measured toward long-term goals, UES's on global measures were higher than on probe-like outcomes; when progress was measured toward series of short-term goals, the reverse was true. As demonstrated in this meta-analysis, short-term goal measurement may be misleading. Students may master a series of instructional objectives, even though progress may be limited on more global indices of achievement which better represent the true desired outcome performance. Consequently, for special education teachers who monitor mastery of short-term objectives, caution may be in order: curriculum-based assessment of long-term goals may represent a necessary supplementary strategy for validly assessing pupil progress. References, tables, figures, and a list of reports included in the meta-analysis are appended. (Author/PN)

ED 268 020 SO 016 977

Retherford, Robert D.; Alam, Iqbal
Comparison of Fertility Trends Estimated Alternatively from Birth Histories and Own Children. Papers of the East-West Population Institute, No. 94.
Hawaii Univ., Honolulu. East-West Center.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.; International Statistical Inst., Voorburg (Netherlands).
REPORT NO.- ISBN-0-86638-068-X
PUB DATE- Jul 85
NOTE- 49p.; Preliminary version of this paper presented at the World Fertility Survey Symposium, (London, England, April 24-27 1984).
AVAILABLE FROM- East-West Population Institute, East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Rate; *Census Figures; *Children; Demography; *Females; Global Approach; Human Geography; Population Distribution; Population Growth; Research Methodology; *Research Problems; Statistical Analysis; *Trend Analysis

Fertility trends estimated alternately from birth histories and own children method are compared for eight developing countries in which the World Fertility Survey was conducted. Principle hypotheses are that fertility trends estimated by the two approaches suffer from similar errors in the reporting of women's and children's ages, and that these errors are more severe in estimates derived from own children than in estimates derived from birth histories. The hypotheses are confirmed in four of the eight countries. Potter's hypothesis about misplacement of events toward the survey date, which assumes bunching of births five to ten years before the survey and accurate reporting of births during first five years or so immediately preceding the survey, resulting in a spurious estimated fertility decline, does not receive much support from these data. Some of the estimated fertility declines do indeed seem spurious, but Potter's explanation of them seems inconsistent with the data. In some countries, patterns of age misreporting involving upward rounding of children's ages provide an equally plausible explanation that is more consistent with the data. (Author)

ED 268 033 SO 017 014

Rayala, Martin
A Guide to Curriculum Planning in Art Education.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- WSDPI-Bull-6101
PUB DATE- 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Art Education; Art History; Career Education; *Curriculum Development; Educational Objectives;

Elementary Secondary Education; Interdisciplinary Approach; Lesson Plans; Program Development; Schemata (Cognition); State Curriculum Guides; Units of Study
IDENTIFIERS- Wisconsin

Designed to provide a philosophical point of view for art education in Wisconsin public schools, to furnish specific information for the development of local school district K-12 art curriculum guides, and to suggest appropriate program development strategies and instructional practices, this guide stresses broad-based generalizations and related concepts that focus on major societal issues, provides a link between art and other areas of school curriculum, and identifies the basic content of art education. Organized into five sections, section 1 introduces the philosophy, goals, and current and future issues in art education. An "Overview of Educational Considerations" schema depicting the guide's comprehensive scope is provided in which the schema's configuration of concentric circles conveys the interactive nature and complexity of a comprehensive approach to curriculum development. Section 2 explains the conceptual approach to developing a curriculum. The content of art is dealt with in section 3, which examines the comprehensive curriculum, aesthetics, art heritage, art criticism, basic art making, art career education, and K-12 art unit examples. Section 4 suggests strategies for local curriculum development and implementation. Appendices list resources for teaching art, state art organizations, national art organizations, school district standards, and references. (LH)

ED 268 078 SP 027 172

Southwest Park and Recreation Training Institute Proceedings (29th, Kingston, Oklahoma, February 5-8, 1984).

Texas Tech Univ., Lubbock. Dept. of Park Administration and Landscape Architecture.

PUB DATE- Feb 84
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Land Use; *Parks; Public Relations; *Recreational Facilities; *Turf Management

After presenting introductory material about the Institute and its participants, this document offers brief summaries of workshops held at this conference. Workshop topics were: (1) solar energy; (2) nonverbal communication; (3) land acquisition; (4) employee orientation and counseling; (5) neighborhood parks; (6) Arbor Day; (7) trees in the urban landscape; (8) facilities for outdoor athletics and recreation; (9) irrigation and landscape management; (9) contracting services; (10) signs and signage; (11) "Nimbyocratic Society"; (12) employee orientation and training; (13) risk management and safety; (14) back country toilet unit installation; (15) urban rivers; (16) baseball fields; (17) reorganization; (18) camps for handicapped individuals; (19) volunteers; (20) downtown revitalization; (21) shore land management and erosion control; (22) practices for lakes or reservoirs; and (23) botanic garden maintenance. (JD)

ED 268 127 TM 850 656

Distict-Wide Comprehensive Needs Assessment Study. Secondary Level, Part II. 1984-85.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

PUB DATE- Jul 85
NOTE- 32p.; For Secondary Level, Part I of this study, see TM 850 655. For other related documents, see ED 263 140, ED 263 141, ED 263 148, and ED 263 150.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Attitude Measures; Community Attitudes; Educational Attitudes; *Educational Needs; *Educational Planning; *Needs Assessment; Parent Attitudes; *Public Schools; Questionnaires; *School Districts; School Surveys; Secondary Education; Teacher Attitudes
IDENTIFIERS- Saginaw City School System MI

In Saginaw comprehensive needs assessments are conducted every three or four years for planning purposes. Conducted during March and April of the 1984-85 school year, this study produces two basically different kinds of information: (1) Priority Need Index (PNI) data which indicate the key functions (or goals) people perceive should be addressed; and (2) attitude (or opinion) data regarding current issues affecting education. For this reason the findings are published in two parts: Part I deals with the PNI data and Part II deals with perceptions of current issues. Both Parts I and II are summarized at three different levels by producing an Elementary Level Report, Secondary Level Report, and System Level Report. Information was gathered from parents, community members, students, administrators, and teachers. The study analyzed 2100 questionnaire responses (Appendix A gives a breakdown of returns by respondent group and a study of possible response bias for non-respondents). This report is the Secondary Level Part II which contains the results on the 21 questions covering current or emerging educational issues. (PN)

ED 268 141 TM 850 786

Kingston, Neal; And Others
An Exploratory Study of the Applicability of Item Response Theory Methods to the Graduate Management Admission Test.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Management Admission Council, Princeton, NJ.
REPORT NO.- ETS-RR-85-34
PUB DATE- Aug 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; Computer Software; Correlation; *Equated Scores; Goodness of Fit; Graduate Students; *Graduate Study; Higher Education; *Latent Trait Theory; Mathematical Models; Mathematics Tests; Regression (Statistics); Scaling; *Scores; *Testing Programs; Test Items; Verbal Tests

IDENTIFIERS- *Graduate Management Admission Test; Item Parameters; *Linear Equating Method; Three Parameter Model

A necessary prerequisite to the operational use of item response theory (IRT) in any testing program is the investigation of the feasibility of such an approach. This report presents the results of such research for the Graduate Management Admission Test (GMAT). Despite the fact that GMAT data appear to violate a basic assumption of the three-parameter logistic item response model, local independence, the model was able to replicate accurately the observed item responses. IRT-based equating was consistent across two randomly selected samples and four selected subpopulations (male, female, younger examinees, and older examinees) and produced converted scores very similar to those produced by the current GMAT equating method--linear section pre-equating--a method that makes different assumptions than those required by IRT. It appears that for GMAT item types and populations, any effect of the violation of local independence on IRT true-score equating is negligible. This research has shown IRT equating to be feasible for the GMAT; but, because the local independence assumption of IRT appears to be violated, further experience is needed before other IRT methods--such as optimal test development using item information, or computerized adaptive testing--could be used for GMAT. (Author)

ED 268 198 UD 024 800

A Generation Too Precious to Waste. An Investigative Report Prepared by the Illinois State Task Force on Hispanic Student Dropouts. Submitted to the Illinois General Assembly.

Illinois State General Assembly, Springfield.

PUB DATE- Mar 85

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Discipline; Dropout Prevention; *Dropouts; Elementary Secondary Education; *Hispanic Americans; Migrant Youth; *Potential Dropouts; School Counselors; Special Education; *Student Needs; Urban Youth; Vocational Education

IDENTIFIERS- *Illinois

This report outlines the findings and recommendations of an Illinois state task force which investigated the problem of Hispanic student dropouts. Following an executive summary, the report is divided into two sections which, respectively, describe findings and provide recommendations for twelve problem areas: (1) inadequate definition of a dropout and inaccurate collection and reporting of data; (2) inadequate number of Hispanic guidance counselors and unrelated job responsibilities; (3) need for Hispanic role models; (4) parental participation: rights and responsibilities; (5) need for staff development and training; (6) specialized programs and special education: misclassification and misplacement; (7) inadequate utilization of the Migrant Student Record Transfer System; (8) need for employment and training programs; (9) need for extracurricular activities and remedial programs; (10) truancy and crime; (11) unenforced school discipline policies; (12) inappropriate utilization of existing school resources and lack of teacher accountability. Three appendices include the State Senate resolution which established the task force; a roster of task force members; and a schedule of the public hearings and presenters. (KH)

ED 268 212 UD 024 860

Liesch, James R., Ed.

Comparative Perspectives on Futures in Education. Proceedings of the Annual Conference of the Australian Comparative and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982).

Macquarie Univ., North Ryde (Australia). School of Education.

PUB DATE- 23 Dec 82

NOTE- 207p.; For individual papers, see UD 024 861-869.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Community Education; *Comparative Education; *Educational Research; Elementary Secondary Education; *Foreign Countries; Higher Education

IDENTIFIERS- Australia; China; Fiji; Indonesia (Java); Papua New Guinea; Singapore

The titles and authors of the 12 conference papers presented in this document are: (1) "China's Immediate Future: Renewed Cultural Borrowing" (R.F. Price); (2) "The Feminization of the Teaching Profession in Singapore" (Christine Inglis); (3) "Towards Equity and Efficiency in the Education System of Mauritius" (Helen Topor); (4) "PNG Education System: Equity Trends and Comparisons" (Michael Sheret); (5) "What is a Community School? Decentralising Curriculum Planning in Papua New Guinea" (Audrey Aarons); (6) "Moving Away from the Package of Subjects Curriculum in the Secondary School: Some Insights into Possible Problems from an Attempted Innovation in Papua New Guinea" (Denis J. Donohoe); (7) "But Based on What? Village Primary Education and Urban Educationists in India" (R.S. Newman); (8) "Primary Schools in the Lands of Padi and Palm or the Western Primary School in R/Evolution: Fiji and Java" (R. Pearse); (9) "The Work Ethic in Australia--Comparative Perspectives" (Kelvin Grose); (10) "The Shock of the Old--The Militant Church and Education" (Roger Hunter); (11) "Prospective Patterns of Staff Changes in Higher Education: The United Kingdom, the United States and Australia" (J.R. Liesch); and (12) "Australia's Educational Aid c.1975-1982" (Lynn Lee). (KH)

ED 268 048 SO 017 041

Malovich, Natalie J.
Curriculum Analysis Project for the Social Sciences: Integrating Scholarship about Sex and Gender into College Coursework.
PUB DATE- 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Course Content; *Curriculum Development; *Economics Education; Educational Change; Educational Objectives; Educational Strategies; Higher Education; *Integrated Curriculum; Material Development; Program Descriptions; *Psychology; Research Methodology; *Sex; Sex Bias; Sociology; Teacher Student Relationship; Teaching Guides
IDENTIFIERS- *Curriculum Analysis Proj for Social Sciences

Described is a Utah State University project that developed materials to help college faculty teaching introductory courses in psychology, sociology, and microeconomics to incorporate knowledge concerning both the biological and social aspects of sex into their courses. For the purposes of this paper, discussion is limited to the field of psychology. One of the primary goals of the project was to develop a set of content guidelines for each of the target disciplines. For psychology these guidelines took the form of a handbook for instructors containing summaries of current knowledge about sex and gender and key references. A second project goal was to address student-faculty communication patterns, and provide suggestions for eliminating sex bias in actual classroom behavior. A student-faculty interaction handbook discussing potential forms that sex bias in the classroom might take and suggesting tactics for change was developed. The methodology used to develop the content guidelines and the student-faculty interaction handbook included literature reviews, scholarly feedback, classroom observation, and product testing and revision. (RM)

ED 268 095 SP 027 394

Robinson, Karen Shipley
A Partnership Between a College of Education and a School District to Improve the Preparation of Teachers.
PUB DATE- Feb 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *School Districts
IDENTIFIERS- Lesley College MA; Spring Independent School District TX

Lesley College (Massachusetts) and a Texas school district have collaborated in preparing new teachers. The Lesley College/Spring, Texas partnership challenges traditional delineations of responsibilities in teacher education. Preservice and inservice education are shared responsibilities of both the college and the school district. Third year undergraduate education majors must compete to participate in the program. To be considered, they present a professional resume, videotapes and audiotapes of their teaching, and a portfolio of other evidence of personal and professional achievement. Their academic and communication skills must be strong. If chosen, students complete a senior practicum and are thereafter guaranteed a first year teaching position with the Spring Independent School District. During their first year of teaching, ongoing guidance and support are provided by a faculty member. (Author/CB)

ED 268 112 SP 027 468

Dunwell, Robert R.
Merit, Motivation, and Mythology.
PUB DATE- 27 Feb 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Merit Pay; *Teacher Attitudes; Teacher Morale; *Teacher Motivation; Teacher Persistence; *Teacher Salaries

Five myths about teachers' attitudes regarding merit pay are discussed. The first myth, "Teachers favor merit pay," contrasts with several findings from studies and surveys which indicate that teachers generally do not favor merit pay. Myth number two, "Money is a motivator--more money produces more work," is also argued against with the help of research studies that indicate that money motivates some people in some circumstances. The third myth states that "Merit pay will persuade highly qualified people to enter and stay in teaching," but the paper posits that teachers do not enter teaching to make money; teachers are not particularly satisfied with the salaries they make, but do not leave teaching primarily because of low salaries. "Merit pay promotes competition and competition promotes excellence" is the fourth myth, but the paper asserts that greater competition will not produce excellence in education and that greater cooperation probably will. In response to myth number five, "Motivating teachers is a simple matter of offering an extrinsic reward," the document presents research findings which indicate that needs, need satisfaction, and motivation vary from one individual to another and that merit pay could actually depress an individual teacher's intrinsic motivation. (CB)

ED 268 183 TM 860 255

Wisniewski, Dennis R.

An Application of the Rasch Model to Computerized Adaptive Testing.

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Difficulty Level; Grade 5; Intermediate Grades; Item Analysis; *Latent Trait Theory; Mathematics Tests; Microcomputers; Multiple Regression Analysis; Reaction Time; *Response Style (Tests); *Student Attitudes; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Binary Search Scheme; Pontiac City School System MI; *Rasch Model; Student Needs Assessment Program Mathematics Test

Three questions concerning the Binary Search Method (BSM) of computerized adaptive testing were studied: (1) whether it provided a reliable and valid estimation of examinee ability; (2) its effect on examinee attitudes toward computerized adaptive testing and conventional paper-and-pencil testing; and (3) the relationship between item response time and item difficulty of the observations provided by the selected items. This research was conducted on a Commodore 64 microcomputer using the BASIC language. A paper-and-pencil test, the Pontiac Schools Student Needs Assessment Program-Mathematics Test, Grade 5 (SNAP5), was also administered to the 310 subjects, to obtain a valid estimate of examinee ability. This was a 44-item criterion referenced test. The BSM presented items until the last correct item was one less in order value than the lowest incorrect item. Results indicated similar BSM and SNAP5 scores for those students who took the BSM test first. Those taking the SNAP5 first had higher scores, a result attributed to the practice effect. Subsequent analyses indicated no significant differences between groups; correlations between BSM and SNAP5 were .69 and .68. There were no significant relationships between mathematics attitude or total response time and either ability measure. (GDC)

ED 267 991 SE 046 515

Ediger, Marlow
Dyslexia, Diagnosis in the Mathematics Curriculum.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Diagnostic Teaching; *Dyslexia; Educational Philosophy; Elementary Education; *Elementary School Mathematics; *Error Patterns; Guidelines; Learning Disabilities; *Mathematics Instruction; *Remedial Instruction

The need for teachers to be proficient in diagnosing pupil difficulty in mathematics is advocated. Some facets of student behavior to be observed by the teacher are noted, including reversals, lack of retention, and lack of differentiation. All are characteristics associated with dyslexia. Problems of dyslexic pupils are noted and some general suggestions for drills and other types of practice are given. (MNS)

Buccino, Alphonse
Technology in Science and Mathematics Education.
PUB DATE- 17 Mar 86
NOTE- 25p.; Paper presented at the Annual Meeting of the National Conference on Science and Mathematics Education (Atlanta, GA, March 17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Educational Technology; *Educational Trends; Elementary Secondary Education; *Mathematics Education; *Science Education; *Technology
IDENTIFIERS- *Computer Uses in Education; *Misconceptions

Provided are several perspectives on technology, addressing changes in learners related to technology, changes in contemporary life related to technology, and changes in subject areas related to technology (indicating that technology has created such new tools for inquiry as computer programming, word processing, online database searches, and collegial communication networks). Also provided are prospectives on the content of mathematics and science education, noting that, within the context of current educational reform, there is a fundamental shift regarding the purposes, audiences, and substantive content of science and mathematics education. For example, science today should be for all students, not just those few students who are talented and motivated for professional careers in science and engineering. Other areas addressed include: (1) current uses of technology (particularly computers) in mathematics and science education; (2) trends influencing the use of technology in education (considering demographic and economic transformation, declining cost of technology, economics of scale and market pull, integration of technologies, and accessibility of technology); (3) the computer as a tool; (4) levels of the mind (word processing, spreadsheets, and databases); and (5) suggestions for publishers. (JN)

ED 268 064 SO 017 083

Stanely, William B.
Social Studies Research: Theory into Practice. ERIC Digest No. 27.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 4p.
CONTRACT- 400-83-0012
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Development; Concept Formation; Critical Thinking; Early Childhood Education; *Educational Research; Elementary Secondary Education; Ethnography; Foundations of Education; Moral Development; Self Concept; Self Esteem; Social Cognition; *Social Studies; Values Clarification
IDENTIFIERS- ERIC Digests

A brief summary of social studies research from 1976 to 1983 is divided into five parts. "Cognitive Thinking and Cognitive Process Research" presents a definition of critical thinking, recommendations for cognitive process instruction, and results of cognitive process research concerning the relationship between learning style and developmental level. "Early Childhood/Elementary Social Studies Research" discusses recent research indicating the connection between the development of the young child's sense of self, school performance, and social relationships. Also discussed is research in the areas of spatial development, general concept formation skill development, and information processing skill development. "Research in the Socio-Moral Domain" considers research on values clarification, community involvement and social action approaches to social studies education, and cooperative learning. "Ethnographic Research" focuses on the effects of significant changes in curriculum, instructional practices, and personnel. The role of ethnographic research in sensitizing social educators to the complex interactive nature of instruction is also discussed. "Research on the Foundations of Social Education" outlines debates regarding the purpose of social education, particularly those debates arising over the "Three Traditions" approach. A list of references concludes the paper. (LP)

ED 268 079 SP 027 272

NCATE Thirty-second Annual List of Accredited Programs. 1985-86.
National Council for Accreditation of Teacher Education, Washington, D.C.
PUB DATE- 86
NOTE- 45p.; For the 1983-84 List, see ED 238 857. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Higher Education; *Teacher Education Programs

This list of teacher education institutions accredited by the National Council for Accreditation of Teacher Education (NCATE) includes the names of 525 colleges and universities. Accreditation is valid from September 1, 1985 through August 31, 1986. The accreditation status of each institution's teacher education progams is reported by degree level. The list also gives the year in which the institution first became accredited by NCATE and the year in which the institution's accredited status will expire. The scope of accreditation extends to undergraduate preparation programs for early childhood education, elementary teaching, secondary teaching, special education teaching, K-12 teaching, and educational communications and information technologies and to graduate preparation programs in all of these areas as well as reading, school principalship, supervision and curriculum development, counseling, school psychology, and school superintendency. Also included in this booklet are: a list of personnel, committees, and organizations involved with NCATE, and a statement of the purpose, policies, and procedures of NCATE. (CB)

ED 268 142 TM 860 035

Student Achievement in Illinois: An Analysis of Student Progress.
Third Annual Illinois Student Achievement Report.

Illinois State Board of Education, Springfield.

PUB DATE- Jun 85
NOTE- 109p.; For related documents, see ED 237 536, ED 238 921, and ED 247 263.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Entrance Examinations; *Educational Assessment; Educational Environment; Educational Trends; Elementary Secondary Education; Institutional Characteristics; Local Norms; Mathematics Achievement; National Norms; *Outcomes of Education; Parent Influence; Reading Achievement; School Size; Science Programs; *State Programs; Student Characteristics; *Student Evaluation; *Test Results

IDENTIFIERS- American College Testing Program; Decade Study Test; *Illinois; Illinois Inventory of Educational Progress; National Assessment of Educational Progress; Scholastic Aptitude Test; Second International Mathematics Study

This third annual report on student achievement in Illinois continues the State Board of Education practice of providing a synthesis of a variety of achievement measures. Test results used for this report come from: (1) Illinois Inventory of Educational Progress (IIEP); (2) Scholastic Aptitude Test (SAT); (3) National Assessment of Educational Progress; (4) American College Test; (5) Decade Study Test; and (6) Second International Mathematics Study. Data collected regarding student performance in mathematics showed that although the achievement of Illinois students is at the national average, the nation as a whole compares unfavorably with other countries. Science scores for Illinois students were at the national average, and the IIEP (used only in Illinois) showed improvement in grades four, eight, and eleven. Reading achievement scores indicated that no great movement took place, although fourth, eighth and eleventh grades showed a slight drop. Across all curricular areas was the concern that students were not performing well on test items requiring higher order thinking skills (analysis, synthesis, evaluation, and problem-solving). Student factors most important in explaining performance levels were student expectations/standards of performance, number of relevant courses taken, and parental influences. School size was the strongest single influence among school factors and performance was higher in high schools with more than 215 students. The report provides support for at least four major reforms: (1) establishment of learner outcomes at the state and local levels; (2) need for a statewide assessment process; (3) reorganization and/or consolidation of small high schools; and (4) state initiative for early childhood education to increase levels of achievement. A brief list of references and related readings is included. (LMO)

ED 268 156 TM 860 178

Bennett, Randy Elliot; Whittington, Beverly R.
Implications of New Technology for Mathematics and Science Testing.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RM-86-1
PUB DATE- Jan 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Achievement Tests; *Calculators; College Entrance Examinations; College Mathematics; College Science; Credibility; Curriculum Development; Educational Trends; Higher Education; High Schools; Mathematics Instruction; *Mathematics Tests; *Microcomputers; Research Needs; Science Instruction; *Science Tests; Secondary School Mathematics; Secondary School Science; *Test Construction; *Test Validity
IDENTIFIERS- Advanced Placement Examinations (CEEB)

The increasing use of microcomputers and hand-held calculators has implications for mathematics and science instruction, achievement testing, and educational research. The potential effects of these technologies on curricula involve both content and delivery. In mathematics instruction, the focus may shift from manipulative to higher order skills. In both science and mathematics, instructional delivery will include the use of computers and calculators to demonstrate concepts, teach through experimentation, and teach through programming. The curricular validity of achievement tests may be threatened--in particular, those administered through the Admissions Testing Program and the Advanced Placement Program of the College Entrance Examination Board. Threats to credibility are linked to the perception that programs that ignore technology are out-of-date, and to the view that tests dictate curricula. Further research is needed to: (1) survey the curricula in high school and first-year college science and mathematics; (2) analyze the content of Advanced Placement and Admissions Testing Program mathematics and science tests in relation to curricular trends; (3) explore the implications of developing new test items versus new tests; (4) assess the implications of allowing the use of calculators during testing; and (5) develop, administer, and analyze a computer based laboratory science test. (Author/GDC)

ED 268 170 TM 860 233

Districtwide Testing Results by District and by School. Grade 11. Fall 1984. Evaluation Department Report No. 390.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

REPORT NO.- SDCS-390
PUB DATE- 5 Mar 85
NOTE- 139p.; For a 1983 evaluation report, See ED 247 316. Some tables may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Basic Skills; Comparative Analysis; Evaluation Methods; *Grade 11; High Schools; Language Skills; Mathematics Skills; *National Norms; Program Evaluation; Reading Skills; *School Districts; Spelling; *Testing Programs; *Test Results
IDENTIFIERS- Comprehensive Tests of Basic Skills; San Diego Unified School District CA

To assess attainment of basic skills, the San Diego Board of Education mandates that all students in regular programs at grades 5, 7, 9 and 11 be tested by the Districtwide Testing Program. This evaluation report presents the academic achievement of Grade 11 (Fall 1984) students in comparison with (1) a national norm group and (2) previous years achievement results. To measure student achievement relative to achievement nationally in the basic skills areas of reading, spelling, language and mathematics, the Comprehensive Tests of Basic Skills were administered to 6,800 students at grade 11. The average grade 11 student scored at or above the national norm in nine of the ten basic skills subtests. The only subtest in which the district's average was below norm was Reading Comprehension (46th percentile). Spelling, language and mathematics subtest scores were well above the national average. Present data contrasted with previous years' results indicate that (1) reading achievement has declined substantially; (2) spelling scores have increased significantly; and (3) language and math scores have continued to increase. The recommendations of this report relate to additional analyses of test results--especially in the content area of reading. Appendices are extensive and include districtwide testing results, historical perspectives, concept cluster analyses, a graphic display of student progress, and a report to the Board of Education. (PN)

O'Neill, Dave M.; Sepielli, Peter
Education in the United States: 1940-1983. Special Demographic Analysis.
Bureau of the Census (DOC), Suitland, Md.
REPORT NO.- CDS-85-1
PUB DATE- Jul 85
NOTE- 56p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Census Figures; College Graduates; *Demography; *Educational Attainment; *Educational Finance; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Expenditure per Student; Income; *Outcomes of Education; Postsecondary Education

This document presents a demographic analysis of data on education in the United States from 1940 through 1983. In summary the findings are as follows: (1) there has been a very large increase in educational attainment since 1940 and Americans are substantially more educated than people in other developed nations. (2) Benefits to society were found in reduced inequalities in attainment and contributions to economic growth. (3) The lack of decline in individual income inequality does not necessarily imply that increases in education do not have significant effects on the earnings of individuals attaining that education. (4) Surveys of the achievement score trends showed that there seems to have been a sizeable decline since the mid-1960s as well as large and persisting differentials by various socioeconomic groups. (5) The quality of schooling seems to have declined in the 1970s, and the current "back to basics" movement does not seem very promising. (6) The survey of resource use and education costs discovered a very sharp rise in cost per student in both elementary and secondary schools starting in the early 1960s. (7) The analysis of college education and the economy found that the pecuniary return on college education has declined beginning in the late 1960s; however, recent movements in data on income and occupation, cross-classified by educational attainment, suggest that the positive impact of college education may be on the rise. The report includes extensive statistical tables and figures summarizing the data. (CG)

ED 268 213 UD 024 861

Price, R. F.
China's Immediate Future: Renewed Cultural Borrowing.
PUB DATE- Nov 82
NOTE- 12p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Exchange; Culture Contact; *Foreign Countries; Foreign Students; Higher Education; *International Education; *International Educational Exchange; Secondary Education
IDENTIFIERS- *China

In the years following the Eleventh Party Congress of 1977, China's leadership has shown a renewed interest in cultural borrowing and, subsequently, points of cultural contact with other countries have greatly increased. Many students and scholars have been sent abroad, and many foreign teachers have been invited to China. Between 1978 and 1980, 5,192 Chinese scientists were sent to 44 different countries, and 1,835 went to the United States alone. Before 1978 most foreign teachers in China taught their native languages, but by 1981 foreign teachers in China could be found in a wide variety of subject areas. Apart from foreign teachers, the Chinese people have also gained knowledge through interaction with foreign students in their country. The ultimate value of these exchanges will depend on whether the Chinese leadership can evolve a social philosophy enabling them to borrow selectively and whether this can inspire China's young people to view the foreign world critically. At the moment, however, China's intelligentsia appear to be without a critical approach to foreign borrowing. Educational science in China remains at a low level, and the political effects of the trend toward cultural borrowing remain to be seen. (KH)

ED 267 992 SE 046 516

Smith, Mike U.

Classroom-tested Recommendations for Teaching Problem Solving within a Traditional College Course: Genetics.

PUB DATE- 85

NOTE- 15p.; Paper presented at the Annual Meeting of the International Society for Individualized Instruction (Newark, NJ, October 10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Science; *Genetics; Higher Education; *Problem Solving; Science Education; *Science Instruction; *Teaching Methods

Both teachers and students alike acknowledge that genetics and genetics problem-solving are extremely difficult to learn and to teach. Therefore, a number of recommendations for teaching college genetics are offered. Although few of these ideas have as yet been tested in controlled experiments, they are supported by research and experience and may therefore be of some value. They include: (1) 17 recommendations which are not content-specific but relate more to teaching techniques; (2) recommendations for teaching genetics, focusing on those related to elucidating the relationships between meiosis and genetics, careful use of genetic terms, inclusion of probability, emphasis on the problem-solving process, and the importance of practice; and (3) specific recommendations from personal experience. The latter includes providing as many hands-on activities as possible, relating discussions to real world phenomena with which students are familiar, and modeling the problem-solving process and demonstration of problems that are solved. (JN)

ED 268 021 SO 016 978

Goldstein, Sidney; Goldstein, Alice

Population Mobility in the People's Republic of China. Papers of the East-West Population Institute, No. 95.

Hawaii Univ., Honolulu. East-West Center.
SPONS. AGENCY- Hewlett Foundation, Inc., Garden City, N.Y.; National Academy of Sciences - National Research Council, Washington, D.C. Committee on Scholarly Communication with the People's Republic of China.
REPORT NO.- ISBN-0-86638-069-8
PUB DATE- Oct 85
NOTE- 56p.; Funding also provided by the American Express Foundation.
AVAILABLE FROM- East-West Population Institute, East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Size; Human Geography; *Migration; Migration Patterns; Overpopulation; *Population Distribution; Population Trends; *Public Policy; Quality of Life; Residential Patterns; Rural Areas; *Rural to Urban Migration; Urbanization; *Urban Planning
IDENTIFIERS- *China

In attempts to forestall problems inherent in too-rapid urbanization, China has instituted a migration policy designed to strictly control changes in permanent residence from rural areas or small urban places to larger cities and to encourage the development of small cities and towns. The policy is enforced through the household registration system, whereby each person has an official place of residence and must obtain official permission to change locations. Within these controls, considerable migration does occur, much of it for job-related reasons or for education. Such temporary migration, which has increased greatly, is sanctioned because it is seen as providing benefits without concurrently imposing burdens on the cities. Temporary movement (1) absorbs a considerable portion of the surplus rural areas; (2) generates income to fuel a rising standard of living in rural areas; (3) meets demands for service workers and other needs associated with improving the quality of life in cities; and most importantly, (4) provides linkages between rural and urban places. Coupled with a realization on restrictions governing permanent migration from villages to towns, temporary movement may serve as a first step in the development of small, rural oriented urban centers that are intended to provide employment opportunities and some urban amenities not otherwise available in rural areas. It remains to be seen whether such towns or the temporary contacts that peasants have with the cities will satisfy the rising consumer demands and aspirations for a better quality of life, or whether the listed exposure to urban life styles will instead increase peasants' desire to live in cities. (LH)

ED 268 034 SO 017 017

Hart, Jeffrey A.
Using Microcomputer Simulations in the Classroom: Examples from Undergraduate and Faculty Computer Literacy Courses.
PUB DATE- 85
NOTE- 17p.; Paper presented at the American Political Science Association Conference (New Orleans, LA, August 29-September 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Simulation; Directories; Disarmament; *Foreign Policy;

Higher Education; Instructional Materials; International Relations; Nuclear Warfare; Political Science; Politics; Social Change; Undergraduate Study; War

Examples of the use of computer simulations in two undergraduate courses, (American Foreign Policy and Introduction to International Politics), and a faculty computer literacy course on simulations and artificial intelligence, are provided in this compilation of various instructional items. A list of computer simulations available for various mainframes and microcomputers provides information on software titles, appropriate hardware, vendors, and prices under the following headings: heads of state, nuclear war, conventional programs, submarine and naval, guerilla war, arms races, colonial war, ecological and environmental, elections and social choice, and miscellaneous. A list of vendor addresses and telephone numbers is followed by a copy of a handout given to students who were asked to use simulations in an Introduction to International Politics course. A course outline for a faculty computer literacy course on simulation and artificial intelligence concludes the paper. (LH)

Fairweather, Malcolm; Rumney, Thomas
Careerism and the Decline of Regional Geography.
PUB DATE- Feb 86
NOTE- 11p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Area Studies; *Careers; Educational History; Educational Trends; Employment; *Employment Opportunities; *Geographic Regions; *Geography; *Geography Instruction; Higher Education; Intellectual Disciplines; Labor Market; Student Attitudes

The aim of this paper is to offer possible explanations for the declining interest in regional geography. One of the major contributing factors is employment potential. Employment is perceived as being relatively limited for persons defining their interests as "regional" within geography. Students, therefore, do not enroll in regional geography courses. From the students' perspective it is only logical to select career-oriented geography courses, and since the early 1960's systematic geography courses have enabled them to do this with great ease. The quantitative revolution in geography complemented the systematic side of the discipline extremely well. Systematic-quantitative geography, because it was new, dynamic, and had publication potential and external funding possibilities, became very appealing. Regional geography lacked this dynamism. Another reason for regional geography's decline is that it requires years of study and travel to become knowledgeable about a certain region. In a publish or perish academic world, this is often not feasible for a young faculty member. The paper concludes that lack of faculty interest and student concerns will hold geography firmly in the grip of the systematic camp for some time to come. (RM)

ED 268 096 SP 027 408

A Guide for Developing Public Education Programs on Breast Cancer. Revised.

National Cancer Inst. (NIH), Bethesda, Md.
REPORT NO.- NIH-Pub-85-2740
PUB DATE- Oct 84

NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cancer; *Gynecology; *Health Education; Health Materials; *Health Programs; *Information Dissemination; Public Education

This booklet presents information for those wishing to develop public education programs on breast cancer. The booklet's five chapters discuss: (1) public knowledge, attitudes, and practices; (2) program planning; (3) a framework for planning and implementing public information and education programs; (4) considerations for planning information programs; and (5) the National Cancer Institute's Breast Cancer information materials and education programs, which include a slide tape or videocassette presentation, a user's guide, a pamphlet, two posters, the "Breast Cancer Digest" (for health professionals), a print ad, a coordinator's guide, and a brochure and certificates for nurses. (CB)

ED 268 128 TM 850 673

Dorans, Neil J.; Kulick, Edward
The Two-Predictor Validity Curve. Resarch Report.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-23
PUB DATE- Jun 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; Correlation; *Display Aids; Graphs; Higher Education; Mathematics Tests; *Predictive Measurement; *Predictive Validity; *Predictor Variables; Secondary Education; Statistical Analysis; Statistical Data; *Statistics; Verbal Tests
IDENTIFIERS- *Linear Measurement; Linear Models; Predictive Models; Scholastic Aptitude Test; *Two Predictor Validity Curve

A visual display is introduced that enables one to compare the predictive validities of all possible non-negatively weighted sums of two predictors. This two-predictor validity curve assesses the level of predictability of a criterion from composites of two predictors. Derivations are presented for the general case. For illustrative purposes, the two predictors are given as the SAT-Verbal (V) and the SAT-Mathematics (M), and the criterion of interest is the first year college grade point average (FYA). The two-predictor validity curve allows one to assess the relative importance of SAT-V in relation to SAT-M for predicting FYA. Since each display takes up only a small amount of space, it is possible to pack nine on a page, which allows the user to examine these questions in the context of consistency over time, gender or other relevant classification variables. Illustrations are presented using SAT data from 1977 through 1981. (PN)

ED 268 008 SE 046 536

Barrow, Lloyd H.

Secondary Science Education Library Resources at New England's Teacher Education Programs.

SPONS. AGENCY- Maine Univ., Orono.

PUB DATE- 86

NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Graduate Study; Higher Education; Indexes; *Library Collections; *Library Materials; *Resource Materials; Science Education; *Science Materials; Secondary Education; *Secondary School Science; Teacher Education; *Teacher Education Programs; Undergraduate Study

IDENTIFIERS- *New England; Science Education Research

Secondary science education resources of graduate and undergraduate teacher education institutions in New England were compared. A 72-item survey was mailed to library directors of these institutions. There was a 75 percent response rate from the 56 institutions that prepare secondary science teachers. Of the 42 responding institutions, 19 had graduate education programs. Differences were found between indexes and journals in graduate and undergraduate libraries. Significant differences were found for education indexes, science indexes, science education journals, and non-science education journals. There was no significant difference for science journals. Library resources available for preservice secondary science education were inadequate with the exception of science reference books. The lack of science education and non-science education journals could reflect the priority given to education and/or educational research at these responding institutions. Another concern is the low priority given to education and science indexes at many New England institutions. Consequently, many graduates are unacquainted with the current resources that could be utilized to improve their teaching skills and update their science content information. Science educators should also ascertain the quality of their library's resources for promoting research. If any resources are lacking, they should be requested, thereby facilitating the preparation of future secondary science teachers. (Author/JN)

ED 268 113 SP 027 469

Salinger, Terry S.

Responding to the Preprofessional Skills Test.

PUB DATE- 27 Feb 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Minimum Competency Testing; *Minority Groups; *Preservice Teacher Education; Program Effectiveness; *Reentry Workers; *Screening Tests; *Testing Programs

Since 1984, passing scores on the Preprofessional Skills Tests (PPST) have been required for entry into teacher education programs at the University of Texas at El Paso (UTEP). College of education faculty, concerned because the majority of their population has traditionally been older, Hispanic students, developed a pre-PPST screening and advising program as part of the required Orientation to Education course. The core of the program consists of reading and math screening tests tied conceptually to the PPST and administered at voluntary testing sessions. The tests predict PPST scores with 96 percent accuracy. Students falling below a validated cut off score are referred to remedial or refresher work, including successful PPST-preparation workshops. PPST pass rates of UTEP students have consistently been at or above the overall state average, with minority enrollment in the college maintaining constant over time. These screening tests and variations of the UTEP program are used in over 70 institutions, and a Texas-wide Network on Teacher Competency Testing has been developed to share ideas about test-preparation and program improvement. (Author/JD)

ED 268 184 TM 860 257

Chastain, Robert L.; Joe, George W.
Comparison of Multivariate Methods to Identify between Set Factors.
PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Comparative Analysis; Correlation; *Factor Analysis; Intelligence Tests; *Multivariate Analysis; *Orthogonal Rotation; Predictor Variables; Statistical Analysis; Statistical Studies
IDENTIFIERS- *Between Group Differences; Wechsler Adult Intelligence Scale (Revised)

Multivariate methods were used to identify between-set factors relating the criterion set of eleven Wechsler Adult Intelligence Scale Revised subtest variables to the predictor set of demographic variables: age, race, sex, education, occupation, geographic region, and urban versus rural residence. Although factor analysis is usually used to identify within-set factors, results from this method were used in comparison to those from canonical correlation, or multivariate analysis. Canonical correlation analysis was used with applications of three different orthogonal (varimax criterion) rotation strategies: (1) simultaneous, symmetrical, and joint rotation of two sets of related factors; (2) an asymmetrical rotation of each set's correlations to its canonical variates; and (3) simultaneous, symmetrical rotation of a single composite set of factors. The results from the factor analysis, the symmetrical rotation, and the asymmetrical rotation were not as helpful as the third strategy for identifying and interpreting between set factors. References and tables are appended. (Author/GDC)

ED 267 993 SE 046 517

Fleming, Reg W.

Undergraduates Studying Science: Views on STS of Future Scientists and Non-Scientists.

Saskatchewan Univ., Saskatoon. Dept. of Curriculum Studies.

PUB DATE- 86

NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28 - April 1, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Science; Comprehension; Higher Education; Science Education; *Student Attitudes; *Technology

IDENTIFIERS- *Canada; *Science and Society; Science Education Research

This paper is based on an analysis of a portion of data collected during a 6-month field study in a chemistry department in a Canadian university. Specifically, the views on the interaction among science, technology, and society (STS) held by undergraduates in this department were examined using a variation of VOSTS CDN-2. In addition, individual interviews with selected students were conducted. Results obtained from the VOSTS CDN-2 and from two areas explored during interviews (the nature of science and the role of science in society) indicate that the undergraduates are nearly identical to high school graduates in their understandings of the relationship between science, technology, and society. The number of university science courses taken appears to have had little effect on this understanding. Drawing prospective science teachers from this group presents STS teacher educators with a challenge. To prepare teachers to deal with STS issues, teacher educators must move beyond methods courses to remedy serious deficiencies in knowledge about the social context of science and technology. This task will likely be taken on by faculties of education and not faculties of science. (JN)

ED 268 035 SO 017 021

Alexander, Susan, Ed.
Finding Common Ground: Days of Dialogue Teaching Materials. Teaching for the Summit and Beyond.
Educators for Social Responsibility, Cambridge, MA.
PUB DATE- 85
NOTE- 100p.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; *Disarmament; Elementary Secondary Education; Experiential Learning; *Foreign Policy; History; International Cooperation; Learning Activities; *Negotiation Agreements; *Nuclear Warfare; *Peace; Postsecondary Education; Problem Solving; Units of Study
IDENTIFIERS- Gorbachev (Mikhail); *Reagan Administration; United States; USSR

Designed for elementary, secondary, and post-secondary classrooms and community use during the week of November 11-15, 1985--the week before the Reagan-Gorbachev Summit meetings in Geneva, Switzerland--these lesson plans and units accomplish two goals: (1) to inform young people and adults and raise the level of understanding around specific issues of the Reagan- Gorbachev summit; and (2) to encourage teachers, students, and adults to develop a new process for talking about the critical issues of our time. With emphasis on problem-solving and conflict resolution, the packet is organized into eight sections. Following an introduction, sections 2 and 3 provide activities for all ages and conflict-resolution activities for students in grades 1-6. Section 4 provides activities for students in grades 7-12, including a brief history of summits and summitry, questions for discussion, lessons for organizing a mock summit meeting in the classroom, an activity involving a closer look at arms control issues, activities accompanying newspaper articles by Richard Nixon and James Reston, and a unit on the USSR. The next sections provide a college/university approach and annotated bibliography on nuclear issues, activities for professional development and community education, follow-up resources, and special follow-up activities. (LH)

ED 268 065 SO 017 084

Hendrikson, Leslie
Community Study. ERIC Digest No. 28.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 4p.
CONTRACT- 400-83-0012
AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Resources; *Community Study; Educational Practices; Educational Research; Elementary Secondary Education; Experiential Learning; Instructional Innovation; Relevance (Education); School Community Relationship; Skill Development; *Social Studies; Student Motivation; Teaching Methods
IDENTIFIERS- ERIC Digests

An ERIC digest considers several approaches to community study within the social studies curriculum. Material is divided into four sections. Following an introduction, "A rationale for community study" outlines skills and concepts that can be presented through community study and presents the rationale that community study can provide greater relevance to national and global events. "Can participation in the community improve student motivation?" argues that community studies provide valuable opportunities for students to become involved in public life and thus develop citizenship participation skills. Research indicating that experiential community-based learning raises student motivation is also presented. "Why aren't community- based strategies more widely implemented?" considers the following reasons for the low implementation of community studies programs: extensive preparation time and perceived low administrator support. "How can the community be implemented in social studies education?" describes specific strategies for integrating a community--based social study component. Emphasis is placed on a four dimensional model of community study: using the community as a source of content; using the community as a source of learning experience; community service as a dimension of community study; and using the community to enhance skill development. A list of resources concludes the paper. (LP)

ED 268 080 SP 027 279

Ayers, Jerry B.
Tennessee Technological University Teacher Evaluation Model--Year XII. Study of the Teacher Preparation Progams of Tennessee Technological University Report 85-2.
Tennessee Technological Univ., Cookeville.
PUB DATE- Dec 85
NOTE- 101p.; For the previous report, see ED 252 517. Some pages have poor print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Graduate Surveys; Higher Education; Preservice Teacher Education; *Program Evaluation; *Teacher Effectiveness

In 1973, Tennessee Technological University developed and implemented a model for systematic data gathering and for evaluating its teacher education programs. During the twelfth year (1984-85) of the operation of the project, three distinct groups of graduates who had completed either the bachelor or master's degree program were studied. The basic instruments included were: (1) University records; (2) principals' evaluations; (3) the California F-Scale; (4) a measure of satisfaction of the students taught by graduates; and (5) classroom observations. The study's major findings for the first-year subjects were similar to those reported in the past 11 years of the study. Comparisons between bachelor and master's degree graduates indicated few significant differences; although, in general, bachelor degree students appeared to be functioning at a slightly higher level than the master's degree graduates. This was in opposition to findings of previous years. Based on the results of the study and the applications that have been made, the model has become a permanent operational feature of the teacher education programs at Tennessee Technological University. Appendixes include a six-page list of reports and the instrumentation used in this study. (Author/CB)

ED 268 097 SP 027 412

Gunter, Mary Nell
A Comparative Study of Participants and Nonparticipants in the Florida Beginning Teacher Program.
Florida Educational Research and Development Council, Inc., Ft. Myers.
PUB DATE- 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Inservice Teacher Education; *Program Effectiveness; *State Programs; Teacher Attitudes; Teacher Behavior
IDENTIFIERS- *Beginning Teacher Program (Florida)

A study compared two groups of inexperienced teachers, one of which participated in the Florida Beginning Teacher Progam, and one which did not participate, to see if differences existed between the two groups. Study subjects were 154 first year teachers. The teachers who participated in the Florida Beginning Teacher Program were required to successfully complete a year-long program consisting of analytical observations and feedback, support, and assistance provided by a team composed of the teacher's building level supervisor, a peer teacher, and another professional educator. Teachers who did not participate in this program completed a traditional first year of teaching with no identified support system or training. This book presents the results of a study designed to determine the differences between the two groups in terms of: (1) behavior; (2) attitude; (3) self confidence; (4) intent to remain in the profession; (5) reemployability; and (6) effective teaching behaviors as exhibited by a performance measurement system. (CB)

Wilson, Kenneth M.

Factors Affecting GMAT Predictive Validity for Foreign MBA Students: An Exploratory Study. Research Report.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Management Admission Council, Princeton, NJ.
REPORT NO.- ETS-RR-85-17
PUB DATE- May 85
NOTE- 96p.; Some pages have small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *College Entrance Examinations; Correlation; *English (Second Language); *Foreign Students; Grade Point Average; Graduate Students; *Graduate Study; Higher Education; *Language Proficiency; Language Tests; Mathematics Tests; *Predictive Validity; School Size; Scores; Sex Differences; Verbal Tests
IDENTIFIERS- *Graduate Management Admission Test; Masters of Business Administration; Pooled within School Correlations; Test of English as a Foreign Language

This study was designed to explore the effect of selected test and background variables on the pooled within-school relationship between Graduate Management Admission Test (GMAT) scores and first year grade average (FYA), and to assess the potential role of selected Test of English as a Foreign Language-related variables as supplemental predictors of FYA for foreign students. Data were supplied by 59 United States schools of management for 1,762 foreign non-native speakers (English second language) and 157 foreign native speakers (English primary language). Continuous variables were standardized by school--that is, expressed as deviations from school means in school standard deviation units--and then pooled for analysis. It was found that the mean relative standing of various country-contingents in terms of first year grades tended to correspond more closely with relative standing on the less valid verbal measure than with standing on the more valid quantitative measure. One conclusion was that for these samples of non-native speakers of English, differences in English-language background affected (artificially depressed) both performance on the GMAT verbal measure and first-year performance in the Masters of Business Administration programs. Appendices provide numerous figures, scatterplots, and an interim report dated March 1984. (PN)

ED 268 157 TM 860 179

Scheuneman, Janice
Exploration of Causes of Bias in Test Items.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-85-42; GREB-81-21P
PUB DATE- Dec 85
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *College Entrance Examinations; Graduate Study; Higher Education; *Item Analysis; Latent Trait Theory; Multiple Choice Tests; *Performance Factors; Racial Differences; *Racial Factors; Research Design; Scores; *Test Bias; Test Format; Testing Problems; Test Items; White Students
IDENTIFIERS- *Graduate Record Examinations

A number of hypotheses were tested concerning elements of Graduate Record Examinations (GRE) items that might affect the performance of blacks and whites differently. These elements were characteristics common to several items that otherwise measured different concepts. Seven general hypotheses were tested in the form of sixteen specific hypotheses, most with five or six items. Items were developed in pairs, some with and others without the hypothesized element, and were administered within the GRE analytical, verbal, and quantitative sections. Log linear analyses of the sixteen hypotheses showed interactions between group membership and item version, indicating a differential effect on black and white examinees' performance. A latent trait approach was also used to examine individual item bias for eight of the hypotheses. The manipulations included context clues, item format, vocabulary, selecting the false rather than the true answer in a multiple choice item, understanding the item writer's inference, test wiseness, location of the correct response, and ambiguity versus structure. It was concluded that the item manipulations did have differential effects on blacks' and whites' performance. However, the complexity of the effects suggested that other uncontrolled factors affecting performance were present. (Author/GDC)

ED 268 171 TM 860 234

Doyle, Walter; And Others
Managing Academic Tasks in High School Science and English Classes: Background and Methods. (R&D Report 6192).
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RDCTE-RD-6192
PUB DATE- 85
NOTE- 103p.; For phase I of this study, see ED 253 572.
CONTRACT- OB-NIE-G-83-0006
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, The University of Texas at Austin, Education Annex 3.203, Austin, Texas 78712.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Education; *Classroom Environment; Classroom Observation Techniques; Cognitive Ability; Cognitive Processes; Data Collection; Decision Making; *Educational Quality; *English Curriculum; Evaluation Methods; High Schools; Interviews; Outcomes of Education; Program Descriptions; Research Design; *Science Curriculum; *Task Analysis; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Managing Academic Tasks; University of Texas Austin

This report contains a description of the conceptual background and methodology for a study concerning how academic tasks are managed in senior high school classrooms. This high school study is Phase 2 of the Managing Academic Tasks (MAT) study. The MAT study is focused on understanding how curriculum experiences are shaped by the classroom environment and how teachers can enhance the quality of academic work at the secondary level. Special emphasis is given to classroom tasks involving comprehension and higher level cognitive processes, especially tasks requiring students to make decisions about how to use their knowledge and skills in particular situations. This report incorporates the experience of the earlier junior high school study and contains a description of (1) the intellectual foundations of the data collection; (2) the design of the study and the classes that are being observed; and (3) the methods used for gathering and analyzing data. Appendices contain illustrative materials, including (1) excerpts from the Topic List for MAT teachers, Grades 7 and 8; (2) excepts from the Task List for Grades 7 and 8; (3) illustrations of Task Analyses; and (4) an example of a Task System Summary. (PN)

ED 268 214 UD 024 862

Inglis, Christine
The Feminization of the Teaching Profession in Singapore.
PUB DATE- Nov 82
NOTE- 37p.; In: Proceedings of the Annual Conference of the Australian Comparataive and International Education Society (10th, Sydney, New South Wales, Australia, November 24-26, 1982); see UD 024 860.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Females; Foreign Countries; Sex Role; *Teacher Characteristics; Teacher Education; *Teacher Promotion; *Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Singapore

This paper describes the increasing participation of women in the teaching profession in Singapore, and relates this phenomenon to that country's rapid economic development, changing social role of women, and government policy. First, data is presented which reveals that, over the last twenty years, women teachers have come to outnumber men. However, women's prominence varies by educational level and occupational attainment: the vast majority of women teachers work at the primary level, and relatively few have

attained senior or administrative positions. Second, this pattern of employment is discussed in relation to changes in the structure of schooling over the last century, including the expansion of educational opportunities, increasing government control, and the growth of co-education. Next, the paper describes teacher and recruitment policies, including problems experienced by the government in attracting men into teaching. Finally, recent government attempts to improve the status of the teaching profession are described. (KH)

ED 268 050 SO 017 043

Keeping Sex Equity Issues "In The News." A Collection of Brief Articles for Reprints in School Newsletters and Bulletins.

Michigan State Board of Education, Lansing. Office for Sex Equity in Education.

PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; Childhood Needs; Child Neglect; Child Rearing; Computer Science Education; Day Care; Educational Discrimination; Elementary Secondary Education; *Equal Education; Equal Facilities; Females; Feminism; Gifted; Males; Nontraditional Occupations; *Sex Fairness; *Sex Stereotypes; Womens Education
IDENTIFIERS- Title IX Education Amendments 1972

A collection of 16 brief articles are provided as possible reprints for newsletters and bulletins in school district working to achieve Title IX compliance and sex equity. Topics covered are: children's spare time, women in nontraditional jobs, changing work patterns, females and math, tots and toys, child care and working parents, tomboys, gifted females, boys as nurturing parents, latchkey children, household chores in nontraditional families, the men's movement, sex equity in computer education, computerphobia, and teacher expectations on achievement. Each article runs from one-half to one page in length. An evaluation form is included. (LP)

ED 268 143 TM 860 057

Bhola, H. S.
Evaluation as Arbitration: External Evaluation of a Multilateral Development Project in a Third World Country.
PUB DATE- 17 Oct 85
NOTE- 18p.; Paper presented at the Joint Meeting of the Canadian Evaluation Society, Evaluation Network and EValuaion Research Society (Toronto, Canada, October 16-19, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Arbitration; Developing Nations; Developmental Programs; Evaluation Methods; *Evaluation Problems; *Literacy Education; Political Influences; *Political Power; *Program Evaluation; Researchers
IDENTIFIERS- *External Evaluation

Evaluation as a political arbitration entity is discussed in the case of a multilateral literacy development project in the fourth year of operation in a Third World country. An external evaluation team was invited to evaluate the project when conflict appeared between the funding agency (A) and the technical agency (B) over a project-related issue: the extension of an expired Instructional Materials Expert (IME) position. Agency A felt that IME tasks were completed, while B felt that the post extension was B's decision. The recommendations of the evaluation team were organizational and dealt with personnel issues: (1) an exit date to transfer project responsibility from A and B to government agents; (2) a change from project supervision to government advisor for a technical agent in preparation for B team exit; and (3) a four-month government funded extension of the IME position. The paper concludes that evaluation is political in its genesis, political as a process, and political in its effects. This means that evaluators must begin with collecting political data of relevance to the evaluation action, and must learn to take account of political intelligence in the process of generating, interpreting, and utilizing technical information. (PN)

Green, Kathy E.; Stager, Susan F.
The Effects of Aspects of Personalization, Sex, Locale, and Level Taught on Educators' Responses to a Mail Survey.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Support for this project provided by the Wyoming State Department of Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Factor Analysis; Instructional Program Divisions; Letters (Correspondence); Predictor Variables; *Public School Teachers; *Questionnaires; *Response Style (Tests); Rural Urban Differences; Sex Differences; *Surveys; *Teacher Behavior; Teacher Characteristics
IDENTIFIERS- *Mail Surveys; *Response Rates (Questionnaires)

Factors affecting 750 Wyoming public school teachers' response rates to a mail survey examined in this study were: personalization of the cover letter and of the envelope; grade level taught (elementary, junior, or senior high); sex of teacher; and regional characteristics (rural area, small town, or large town). Two experimental treatments were used, varying the personalization used in mailing the questionnaire. The six-page instrument concerned the use of achievement tests in the classroom. Two follow-ups were sent. The overall response rate was an acceptable 80 per cent. A log linear model was used to analyze the effects of five variables on survey returns: personalized salutation, original signature, grade level taught, sex, and population of the school's location. The response rate was significantly higher from rural areas and small towns than from larger towns. The personalization aspects did not significantly affect response rates, but an interactive effect was suggested. There were no significant effects of sex or of grade level taught. However, there were differential responses to the first, second, and third mailings by geographic locale, sex, and grade level taught. General conclusions regarding respondent characteristics would be potentially dangerous, without considering the number of follow-ups as a factor. (GDC)

ED 268 200 UD 024 807

North, David S.
Refugee Earnings and Utilization of Financial Assistance Programs.

SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; Office of Refugee Resettlement (DHHS), Washington, D.C.; Refugee Policy Group, Washington, DC.
PUB DATE- Feb 84
NOTE- 81p.; Prepared for the Refugee Policy Forum (Racine, WI, February 6-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Asian Americans; Disadvantaged; *Economic Status; Income; *Indochinese; Public Policy; *Refugees; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Cash Transfers; *Food Stamp Program

This paper considers the earnings of refugees and their utilization of financial assistance programs, including Food Stamps and several cash assistance programs. The first section provides a summary of available data on refugee earnings, emphasizing the 1975 cohort of Indochinese refugees, on whom substantial information is available; data on later arrivals is presented as well. The data are presented in the form of statistical tables which are analyzed. The second section discusses what is known or can be estimated about the use of cash and Food Stamp programs by refugees. Factors which appear to correlate with high or low use rates are discussed. The third section considers four policy issues the United States faces in making decisions about refugee assistance utilization: (1) the nation's motivation in being concerned about Indochinese refugees' utilization of public funds; (2) the treatment of this disadvantaged group as compared to that of other disadvantaged groups; (3) the role of cash and food stamp assistance programs for refugees as compared to the role (and size) of other programs for refugees designed to make them more self-sufficient; and (4) alternative approaches to humanely reduce refugee dependence on assistance programs. The paper includes two methodological appendices which discuss: (1) the techniques used to estimate the total utilization of assistance programs, and (2) the continuing data collection and analysis problems in the resettlement field. (CG)

ED 268 114 SP 027 470

Gliessman, David H.
Laboratory Methods in Teacher Training: Rationale and Use.
PUB DATE- Mar 86
NOTE- 18p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Field Experience Programs; Higher Education; *Preservice Teacher Education; Teaching Experience; *Teaching Skills; *Training Methods

In this literature review, the research on training methods in teacher education is examined and the major variables that have been shown to influence the development of teaching skills are identified. The position is taken that, of these variables, those that address conceptual outcomes are most important. The implications of these variables for training are developed under the concept of laboratory methods; examples of laboratory methods in training are provided. Evidence of the effects of laboratory methods on skill acquisition is summarized and the place of laboratory based training in the teacher education program is suggested. (Author/CB)

Aarons, Audrey
What Is a Community School? Decentralising Curriculum Planning in Papua New Guinea.
21p. 1mf. L1 ED 268 217

Abbey, Antonia
Social Conflict: The Negative Aspect of Social Relations.
22p. 1mf. L1 ED 267 307

Abernathy, Martha
VOT Enterprises, Inc. A Clerical Task Simulation. Employee's Manual Student's Guide and Employer's Manual Teacher's Guide .
177p. 2mf. L1 ED 267 178

Abidin, Richard R.
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